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ABSTRACT

The elementary and secondary school guidance programs in the Dade County, Florida public schools were evaluated by means of (1) questionnaires and interviews of principals, teachers, counselors, and students; (2) time-logs maintained by the counselors; and (3) behavioral ratings by teachers of students who had been referred for and had received counseling over an extended period of time. Results were of a generally positive nature, although there were some identifiable areas where improvement in the programs should be considered. School administration, faculty, the guidance personnel, and students all considered that the programs were meeting definite needs at their respective levels, and that they were doing this in a generally satisfactory manner. Positive findings also occurred with respect to the potentials of counseling upon remediation of disruptive behavior and/or academic problems. Negative aspects included the following: (1) too little group counseling was being done in the secondary schools; (2) too little individual counseling was being done in the elementary schools; (3) parent and teacher conferences were insufficient in number; (4) too little clerical support was being used in individual course selection matters; (5) some discontent was expressed by elementary level counselors over the failure to receive the salary supplement provided to secondary counselors; and (6) too much time was not accounted for by the counselors in their activity logs. Since the elementary and secondary guidance programs appeared to have utility in meeting the district's objective of modifying disruptive behavior, it was seen as necessary to improve upon the negative findings. Recommendations were made. (RC)

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DADE COUNTY PUBLIC SCHOOLS, MIAMI, FLA.

ED 011123

EVALUATION OF
DADE COUNTY PUBLIC SCHOOLS
GUIDANCE PROGRAMS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

MO05 857

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SUMMARY OF PRINCIPAL FINDINGS AND RECOMMENDATIONS

The elementary and secondary school guidance programs were evaluated by means of (1) questionnaires and interviews of principals; teachers; counselors; and students, (2) time-logs maintained by the counselors, and (3) behavioral ratings by teachers of students who had been referred for and had received counseling over an extended period of time.

Results of the evaluation were of a generally positive nature, although there were some identifiable areas where improvements in the programs should be considered. On the positive side, school administration, faculty, the guidance personnel and students all considered that the programs were meeting definite needs at their respective levels, and that they were doing this in a generally satisfactory manner. (Teachers indicated that the areas of greatest need for counselors were the same areas for which guidance proficiencies were maximal; students indicated that counselors were usually available--often on a same-day basis--when their services were needed, and that those services were well rendered. Principals, although suggesting that some improvement of the implementation aspects of the guidance program will be necessary, gave high endorsements of most of the counseling roles and competencies for meeting those roles.)

Positive findings also occurred with respect to the potentials of counseling upon the remediation of disruptive behavior and/or academic problems. Particularly at the elementary school level but, also, at the secondary level, a substantial percentage of teachers noted improvement in these areas when counseling was utilized. (The procedure appeared less effective for modifying school attendance problems.)

Negative aspects disclosed by the evaluation included the following: (1) Too little group counseling was being conducted in the secondary schools, a deficit which has created case-loads considered to be too large by the secondary counselors, (2) too little individual counseling was being done in the elementary schools, (3) parent and teacher confer-

ences were insufficient in number, (4) too little clerical support was being used in individual course selection matters, which created an inordinate percentage of secondary level counseling time devoted to these matters, (5) some discontent was expressed by elementary level counselors over the failure to receive the salary supplement provided to secondary counselors, and (6) too much time was not accounted for by the counselors in their activity logs.

Since the elementary and secondary guidance programs appeared to have utility in meeting the district's objective of modifying disruptive student behavior, it is desirable to improve upon these negative findings. Recommendations for modifications of the guidance program structure, then, are for area and school administrators to closely inspect the management operations of the guidance function with the intent of improving the utilization of the counselors' time. Such improvements will include the use of clerical personnel in all possible routine functions of the course selection role. They might also include the adoption of the objective to increase the number of parent and teacher conferences held during 1976-77 through management techniques such as brief monthly logs submitted by the counselors to indicate the numbers and nature of conferences held with teachers and/or parents. This procedure, or a suitable substitute, might be extended to other objectives such as increased group counseling procedures at the secondary level and more numerous individual counseling activities in the elementary schools.

Space modification will be required in many secondary schools in order to utilize group counseling. The procedure is much more efficient for allowing the simultaneous counseling of referred students and, in many types of disruptive behavior problems, it is a more effective approach than individual counseling. In order to capitalize on these benefits, the school management of older schools should restructure the counseling space (where possible); new school plans should allocate space for the purpose.

The skills required to effectually counsel in a group situation are considerably different than those used in an individual counseling role.

Many of the principals and counselors indicated that limitations of the group approach are being imposed by a lack of sufficiently trained counseling personnel. In order to upgrade the skills, then, it is suggested that the district's student services office initiate a staff development program directed to group counseling procedures.

Finally, there are changes recommended in the current elementary guidance staffing arrangements. The guidance program at this level demonstrated a good potential for modification of disruptive behavior, but only fifty percent of the principals and students noted sufficient implementation. In order to increase this level of implementation (and simultaneously rid the district of lost travel time and costs incurred by the counselors' movements from one school to another), it is suggested that the eventual district staffing objective should be at least one full-time counselor per elementary school. Further, it is suggested that the salary supplement, now provided only to secondary counselors, should be equalized for the two levels in order to minimize the movement of effective elementary level guidance staff to the more remunerative secondary positions.

August 18, 1976

M E M O R A N D U M

TO: Dr. Richard H. Hinds, Director
Planning and Evaluation Department

FROM: L. J. Gross, Director
Department of Student Services

SUBJECT: RESPONSES TO THE EVALUATION REPORT ON ELEMENTARY AND SECONDARY GUIDANCE PROGRAMS

My staff and I reviewed the draft copy of the evaluation of elementary and secondary guidance programs and were pleased with the overall positive impact of the findings. The report was very well written and based on an obviously "tight" study. We have generated the following responses relative to the recommendations summarized on pages nine through eleven of the report.

RECOMMENDATIONS OF THE EVALUATION DEPARTMENT

Recommendation #1

That an inservice training program be implemented to provide counselors with additional skills for working with disruptive students.

RESPONSE: It was felt that the skills required for working with disruptive students on an individual counseling basis are not so specific that a staff development program would be required for that purpose alone. However, group counseling with disruptive students would require a particular expertise which leads to Recommendation #2.

Recommendation #2

That staff development resources be expended for the training of secondary level counselors in group counseling techniques.

RESPONSE: Group counseling is recognized as an efficient and effective counseling method. Many of our secondary counselors have participated in various staff development programs for the acquisition and enhancement of group counseling skills. It is true, however, that some counselors would benefit from additional inservice programs designed to provide them with the skills and techniques required for successful group counseling. We recommend that the inter-group relations specialists assigned to the areas be given the responsibility for any further inservice training of counselors in group techniques. That area is one in which the inter-group relations specialists have demonstrated expertise and have the

additional advantage of being available for the necessary follow-up.

It is important to note that other factors contribute substantially to the small proportion of time secondary counselors spend in group work. These factors cluster around what may be called technical problems. Once a commitment is made by a counselor and a group of students to participate in a group counseling experience, the group meetings, if they are to be effective, require top priority. Unfortunately, in practice, this is extremely difficult to accomplish. The priority of the group meeting comes in conflict with other priorities such as impromptu parent conferences, student or special teacher meetings, class scheduling, etc. Additionally, meeting times must vary in order to avoid having students miss the same class period repeatedly to attend their group counseling sessions.

To meet the above technical problems, it is recommended that principals build group counseling blocks into their master schedules. Approximately twelve students, selected by the counselor after the required student and parent approval, might be scheduled for group counseling between one and three times per week. The number of sessions would depend on the purpose and objective of the sessions. More than that number of students or weekly meetings may become counterproductive. There are curricular areas that could cooperate with guidance departments by offering "mini" courses that would meet during the two or three days the students were not in their group counseling sessions.

An attempt at solving the technical problems surrounding the scheduling of group counseling meetings coupled with inservice training of counselors for the necessary skills and techniques would be extremely advantageous to secondary school programs.

Recommendation #3

That an indepth analysis of the secondary level course selection/scheduling tasks be conducted by area and school administrators, and, following this analysis, as many tasks as possible be assigned to school clerical personnel.

RESPONSE: The redistribution of certain tasks from the guidance staff to the clerical staff in the course selection and scheduling process is definitely a priority item. The process of course

selection and scheduling varies greatly among secondary schools. Some are more efficient than others. We recommend that area administrators study the process in each of their schools in order to determine what changes are indicated and then direct schools to utilize those procedures found to be most efficient. We also recommend that schools consider using "peak period flexibility" with their secretarial and paraprofessional staffs. There are certain peak periods during each quin when the work load in the guidance department is heaviest. Secretaries and paraprofessionals whose routine assignment is not the guidance department could, at those times, be reassigned until the peak period has passed. The hiring of part-time clerical assistance during peak periods should also be considered.

At this point, we think it untimely to offer a recommendation having application under this topic but such a recommendation has broad ramifications for improved guidance services in general. The Department of Student Services recommends that the District establish a per pupil expenditure to be allocated to elementary, junior, and senior high levels for the purpose of implementing a total student services program. That recommendation addresses itself to the three problems that follow:

1. That effectiveness of guidance services at the secondary level could be greatly enhanced through a Student Services Department at each secondary school. The concept of a Student Services Department would include all of those areas in the school not related to instructional programs and business management. A typical secondary school Student Services Department would then consist of guidance, student activities, discipline, attendance, SCSI, PRIDE, occupational specialist, and placement specialist.

   Due to the fragmentation of student services in many secondary schools, the delivery of an effective guidance program is severely limited. The fragmentation leads to breakdowns in communication which in turn creates duplications for some services and omissions of others. For example, it is unfortunately not rare for a student to be suspended prior to exploration of alternatives within the school, such as a parent-counselor conference or the possibility of benefit from the PRIDE or SCSI Programs. It is not unusual for a parent to receive a call from a counselor about a student's attendance or discipline problem and then get a call from the assistant principal for administration or the attendance office on the same matter.

2. At this time, many student service components are funded categorically. Such funding is frequently a negative influence in that it precludes the flexibility required for funding a more efficient student services program. Additionally, student services are not equally distributed among schools because they are not based on per pupil enrollment. For example, a senior high with 4000 students is allocated the same number of PRIDE, SCSI, and occupational specialist units as is a junior high with 1500 students.

Recommendation #4

To provide space in the secondary schools sufficient for the group counseling procedure.

RESPONSE: In addition to space for group counseling in the secondary schools. It is recommended that future plans for elementary schools be designed with space for at least one counseling office and that space should be private and large enough to accommodate small group meetings.

Recommendation #5

That the district objectives should include the placement of at least one full-time counselor in each elementary school.

RESPONSE: It is recommended that all elementary schools have at least one counselor but that elementary counselor/student ratios not exceed 1:1000. The apparently high ratio is not considered excessive at the elementary school level. Elementary guidance was designed to be developmental in nature with the elementary counselor functioning primarily as a consultant to teacher and/or parent groups in areas such as, affective teaching, affective parenting, and classroom management. A corollary function is developmental group counseling with students. Although some individual counseling should, and in fact does, occur, program emphasis should continue to focus on preventive and developmental activities.

Recommendation #6

That elementary counselors receive the same wage differential as secondary counselors.

RESPONSE: We recommend that the question of supplements and differentials in all categories be reviewed; however, in the interim, it is agreed that elementary counselors should not be denied the existing supplement.

Recommendation #7

That the school management of the guidance program introduce the objective of increased levels of operation for parent-counselor conferences and teacher-counselor conferences.

Recommendation #8

That monthly records from the guidance staff be solicited indicating the number and objectives of the above conferences.

RESPONSE (7 & 8): There is full agreement with these recommendations and the following suggestions are made for their implementation:

1. Parent conferences: It is, generally speaking, more convenient for parents to meet with school personnel during evening hours. Therefore, counselors' schedules should be designed to permit the scheduling of evening appointments with individual parents and parent groups.

2. Teacher conferences: Counselors should be encouraged to hold regular and/or irregular teacher group meetings during teacher planning periods. The goals of the meetings should be determined by the participants; however, one of the goals to be considered should be the improvement of classroom management skills. That subject was thought a legitimate guidance activity by over 80% of the principals responding to a questionnaire used in the study. Assistance to classroom teachers through the vehicle of counselor/teacher group meetings dealing with classroom management skills is also seen as having impact on disruptive student behavior. It is further recommended that the District implement a staff development component for classroom teachers relative to classroom management and conflict resolution techniques.

Recommendation #9

Modification of the current school level procedures for management of the guidance program may be indicated, as the study showed a significant percentage of counselor time went unaccounted for.

RESPONSE: Although the report mentioned several acceptable reasons for the time unaccountability, it is recognized that more efficient and effective use of staff time is a desirable goal and to that end, the following recommendation is made:

That guidance secretaries should attempt to schedule all appointments for students with their counselors during the day following a student's request. Except for crisis intervention, there is no particular virtue in same day service. In fact, same day service can be viewed as indicating that counselor time has not been efficiently scheduled in advance. To accomplish the goal, many routine counseling appointments can be scheduled at 15 minute intervals. When more time is required, the counselor can reschedule into a time block previously set aside for the purpose. The counselor appointment log can be kept by the guidance secretary and used to indicate parent conferences, group meetings, staff meetings, etc. The log can also be used by the department administrator as an aid in constructive supervision.

The staff of the Department of Student Services thinks it pertinent to point out, in closing, that this year is the last one designated for categorical funding of the elementary guidance program. We sincerely hope that the positive findings contained in this report are considered ample evidence of both the need and value of guidance programs in general, and elementary guidance in particular.

LJG/lms

cc: Dr. J. L. Jones
Mrs. Grace Callaway

DADE COUNTY PUBLIC SCHOOLS

Division of Finance

EVALUATION OF DADE COUNTY PUBLIC SCHOOLS GUIDANCE PROGRAM - 1975-76

Prepared by

Department of Planning and Evaluation
Dade County Public Schools
1410 Northeast Second Avenue
Miami, Florida 33132

September, 1976

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INTRODUCTION

Description of the Programs

The elementary guidance program in Dade County operates following State Department of Education guidelines and is essentially perceived as an instructional support unit functioning via consultation, mobilization of community and school resources, program development and counseling of students.

The orientation of the program is preventative rather than remedial, given the relatively early developmental status of its client-students. Goals of the program are ultimately directed at the enhancement of students' social and academic skills and toward greater awareness of self and the world into which they will venture. The elementary program, to a greater extent than the secondary program, is well structured in terms of goals and suggested activities towards their accomplishments, primarily due to the program's state-mandated nature.

County-wide elementary school counseling programs were first utilized in Dade in September, 1973. For the 1975-76 school year the number of elementary school counselors was 77. Of this number, 22 were assigned to individual schools on a full-time basis. Each of the remaining 55 elementary counselors were assigned to two or more schools. Of the 172 elementary schools in Dade, 136 were served full or part-time by counselors.

During the past three years, the state government has funded the elementary counseling programs in Dade. This categorical funding ends with the 1975-76 school year.

The secondary counseling program operates in the county's 61 secondary schools and six alternative schools, each of which has two or more full-time counselors. During 1975-76 the size of the counseling staff in individual secondary schools ranged from two at Ida Fisher Junior High to 11 at Miami Carol City Senior. State categorical funding has not been used to pay salaries in the secondary schools or alternative schools as

in the elementary schools. Secondary school counseling programs have been functioning for many years now.

In the individual junior and senior high schools, the secondary guidance program generally functions under the leadership of the assistant principal for guidance. Assignment of individual counselors is usually to a specific grade level. Counselors' responsibilities include assisting pupils in the attainment of their personal and academic goals, which are increasingly vocationally-oriented at this point in their development. The secondary counselor serves also as a resource person for teachers and other school staff in the acquisition of career and other pertinent information, the development of appropriate behavior management tactics, and the utilization of outside community resources.

Description of the Evaluation

The major purposes of this evaluation were to define: (a) the counselors' weekly tasks and the time spent per task, (b) the counselors' perception of his/her role and the efficacy of that role, (c) the principals' perception of the extent of implementation and legitimacy of various guidance objectives, (c) the teachers' perception of their needs for various counseling services and the helpfulness of the services when rendered, (d) the students' perception of the counselor's accessibility and helpfulness, and (e) the teachers' perception of behavioral change in chronic counselees.

For this evaluation, seven different instruments, listed below, were used at both the elementary and secondary levels:

1) Counselor's Activity Log
2) Counselor's Questionnaire
3) Principal's Checklist
4) Classroom Teacher's Questionnaire
5) Student's Questionnaire
6) Student Behavior Rating Scale
7) Student Identification Form

The Counselor's Activity Log was sent to each of the 77 elementary counselors and to 50 secondary counselors. This log was used as a

task-analysis to determine what activities the counselor performed and what percentage of his/her time was spent in various activity categories. State guidelines for counselor tasks were used in designing the log.

The Counselor Questionnaire was sent to each of the 77 elementary counselors and to each of the 316 secondary counselors. Counselors indicated their satisfactions/dissatisfactions with various work environment factors, and noted degrees of emphasis to be placed on various counselor roles. Various counseling techniques/tactics were noted for frequency/areas of use.

The Principal's Checklist was sent randomly to 116 elementary and secondary principals, a 50 percent sample. Principals evaluated the validity and implementation of concepts underlying Dade's guidance programs, and the legitimacy of various guidance activities. Principals were also asked to indicate the extent to which these activities were being satisfactorily performed within their school and the causes of any problems.

The Classroom Teacher's Questionnaire was randomly sent to 560 teachers in grades 1-12, a 5 percent sample. Teachers responded to their degree of need for various counseling/guidance services and they responded to the degree of helpfulness of these guidance services.

The Student Questionnaire was sent to 900 students in grades 7-12. Interviews were conducted with 52 pupils in grades 2-6 since it was felt that these younger children could not satisfactorily complete a written questionnaire. The questionnaire/interview dealt with students' reactions to their school and school personnel, the availability of counseling services, and the students' perceptions of the counselor and guidance programs.

The Student Behavior Rating Scale was designed to measure the amount(s) and type(s) of behavioral change in counselees after counseling. The language arts teacher was chosen to be the respondent to this instrument since it was felt that every child would have instruction in language arts. Although the language arts teacher clearly knew the name of the counselee, none of the counselee's reasons for counseling was shown on the instrument. The confidentiality of the counselor-counselee

relationship was, thus, not violated.

The Student Identification Form was used by counselors to identify students seen on an individual basis, the problems for which they were counseled, and the extent to which the students could be considered "chronic" counselees. Using this information, a random sample was selected and behavior rating forms were sent to each of the students' language arts teachers for a determination of behavior change perceived over the period of counseling.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions Regarding Program Implementation and Utilization

All groups of respondents--principals, teachers, students, and the counselors themselves--indicated moderate to strong satisfaction with the manner in which the guidance program was implemented and being utilized. Approximately seventy percent of the secondary school principals considered their program to be valid inclusions in their school's educational objectives and about fifty-five percent of the secondary school principals believed their programs were well implemented. Elementary school principals, while indicating a validity of the guidance program to their school objectives equivalent to that stated by the secondary principals, were more moderate in their appraisal of program implementation--perhaps due to the relatively brief period that Dade schools have operated an elementary guidance program.

The results suggested that teachers were highly satisfied with the counseling role and its manner of usage. Approximately eighty percent of the respondents believed the counselor's role should be one of providing counseling to individual students, and about seventy percent stated that the counseling services directed at this need were either frequently or extremely helpful.

Pupils, too, gave responses which would suggest program implementation and usage satisfaction, although the students were more aware of the existence of a guidance program at the secondary level (98%) than at the elementary level (51%) --again, perhaps, due to the recency of the elementary counselor role. Accessibility to counselors by elementary school children was not determined in the evaluation because of their difficulties in recognizing the presence of personnel designated as counselors, but secondary level pupils indicated about a seventy-five percent rate of having talked with their counselors during the school year. Nearly seventy

percent stated that such talks were always or usually helpful; eighty-four percent said these talks could be had with the counselors in a reasonable period of time.

About ninety-five percent of the new counselors considered their impact upon students to be somewhat to extremely satisfying. A majority also believed that the counseling methods were impacting other faculty members to a somewhat or extremely satisfactory degree (73% of the elementary and 88% of the secondary counselors). They also tended to be highly pleased with the degree of appreciation and support returned to them by school administrators and instructional staff--all of which would suggest that from the counselors' perspectives, the program appears to be implemented and used in an appropriate and effective manner.

Conclusions Regarding Program Impact

The counselors submitted names of students with whom they had been counseling for specific problems. In order to determine the impact this counseling was having, teachers of the designated pupils were questioned about the nature of progress noted in the students' adjustment patterns--in terms of amount and the areas of improvement (social interaction, achievement attendance, classroom behavior, etc). Generally, the teachers were unaware of the counselors' objectives with the pupils, so improvement noted in the areas which constituted the objectives would provide evidence of a guidance program impact.

By in large, such impact did occur. Students for whom the objectives had included a reduction of disruptive behavior were considered by at least one-third of the teacher ratings to have shown improvement in their behavior. This is an important finding, considering the current priorities of school officials and parents to identify procedures for modifying disruptive behavior. The guidance program, based on the results of this evaluation, would appear to be a useful component of such procedures.

The program also appeared to have significant impact in the areas of poor social interaction and academic deficiences. Students who had been referred for social interaction problems were rated by approximately one-fourth of their teachers as having made improvement in the area; about one-third or more of the teachers indicated pupils with academic problems had shown improvement in both motivation and performance.

The program demonstrated somewhat less impact in the area of chronic attendance problems. Although about twenty percent of the teachers indicated that some improvements had occurred in this area, an equally large percentage said that truancy and tardiness were problems for which no improvement had been demonstrated by the rated students. It would appear, then, that the guidance program was most effective for modifying deviant behavior and academic deficiencies. It was somewhat less efficient in the improvement of social interaction and least effective in reducing attendance problems, although, even in this latter area, some impact did occur.

The program appeared to be more effective at the elementary school level than at the secondary level. For many of the intended areas of improvement, elementary teachers saw such improvement at rates which were over fifty percent, as compared to the secondary ratings of improvement which usually ranged between twenty and thirty-three percent. Many factors may have contributed to these differences, some of which may be producing an artificially lower rating of the secondary guidance program's true effectiveness.

One such factor is the difference in the amounts of time available on a daily basis for elementary school teachers to observe a counselee's behavior, as compared to the secondary teachers' interaction with pupils. The elementary school teacher can observe behavior the entire day, while the junior and senior high school teachers usually saw the counselees for but one class period each day. Thus, the secondary school teachers possibly did not have sufficient observation time to note improvements, which may have been occurring.

On the other hand, behavior of elementary school children may be more malleable, so the operation of a guidance program at this level will have possibilities for the demonstration of impact. Also, the percentage of time in an elementary counselor's work-day that is available for counseling of problems is greater than what can be provided by the secondary guidance program, due to its additional stress on class scheduling (an area of no concern to the elementary guidance program). It is likely, therefore, that more pronounced impact on behavior could be realized by the elementary school counselors.

Conclusions Regarding Guidance Strategies and Activities

The nature of the work performed by elementary and secondary school guidance personnel substantially differs in two areas. The first of these is the relative proportions of time spent in group, as opposed to individual counseling. Logs maintained by the counselors indicated that twenty-four percent of the time was devoted to group counseling at the elementary level, while less than seven percent of the time is spent in this manner in the secondary guidance program.

This procedure is highly efficient for dealing with several types of problems and it was surprising to discover how little it was being used in the secondary schools. Analysis of questionnaire responses disclosed that the two most common reasons for little utilization of the procedure were a lack of sufficient space in the secondary schools to conduct group sessions and insufficient counselor training in group work methodology.

The second major difference between the two levels was alluded to in the previous section. Secondary school counselors devoted much time to course selection and scheduling. The largest single activity, in terms of percentage of the work week (15%), was of this nature. Most principals (90%) indicated that this was a proper role for counselors to maintain, but about fifty percent of the counselors indicated a need for improved clerical support which could benefit the program through reduced professional time devoted to routine clerical chores--

an improvement that would probably be acceptable to the principals.

Very little time was being devoted to parent conferences in either guidance program level. Less than eight percent of the elementary and secondary counselors' work-week was spent in this manner. The counselors apparently perceive this as a deficiency in the program, since about eight percent of those sampled indicated a need for more emphasis on this role. Many teachers also suggested a need in this area. For example, over fifty percent of the teachers indicated such a need, ranging from sometimes to extreme in intensity. About eighty percent of the principals perceived the counselor role of conducting parent conferences as important, so administrative support for increased attention to this aspect of the guidance function is apparent.

Slightly over seven percent of the secondary counselors' time was devoted to consulting with teachers; elementary counselors spent somewhat more (twelve percent) of their time in this manner. Principals, teachers, and the counselors all strongly indicated that this role function was important and should also be increased.

Substantial percentages of the counselors' time were expended in coordinating various student services such as testing, vocational program displays, management of cumulative folders or other undesignated activities. At the elementary level, this proportion accounted for nearly fifty percent of the work-week. At the secondary level, it was a slightly less thirty-seven percent of the time.

The remainder of the time was devoted to individual counseling. For the elementary level, seventeen percent of the time was spent in this fashion. A much greater forty-one percent of the secondary counselors' efforts were directed to this type of activity.

Recommendations

As indicated in the above sections, the guidance program appears to produce a reduction of disruptive behavior. In the district's search for means to deal effectively with such behavior, the guidance program should be clearly spot-lighted as one of the potential resources

in this area and enhanced in areas where deficiencies exist. About one-half the counselors sampled mentioned that staff development courses in the area of counseling disruptive students need to be provided. It is recommended (1) that such an inservice program be implemented as soon as possible in order to extend the potentials noted in this evaluation. It is also recommended (2) that staff development resources be expended for the training of secondary level counselors in group counseling techniques. The principals identified a lack of professional competency in the area as a dominant reason for the very small proportion of group work done in the secondary schools. Yet, this procedure is not only efficient for the numbers of students that can be simultaneously counseled, it is the method of choice for treatment of certain types of social interaction problems. It will, thus, be desirable to upgrade the skills for this procedure in the staff members who are uncomfortable with the approach.

Currently, secondary counselors find their case-loads unsatisfactorily large. The recommended increases in the amount of group counseling should aid this situation considerably. In order to further reduce the case-load problem, it is suggested (3) that an indepth analysis of the secondary level course selection/scheduling tasks be performed by area and school administrators, and, following this analysis, as many tasks as possible be assigned to school clerical personnel. A redistribution of such tasks should result in more professional time being made available for the counseling function.

It will also be necessary (4) to provide space in the secondary schools sufficient for the group counseling procedure. As new schools are designed, attention to the provision of such space should be included. Principals of older schools should consider the restructuring of the current counselors' office space to accommodate a group work room.

At the elementary school level, it would appear that a too little proportion of time is being devoted to individual counseling. This, perhaps, derives from an insufficient number of personnel in the elementary guidance force. In order to provide more individual counseling, while performing

the other guidance functions, it is recommended (5) that the district objectives should include the placement of at least one full-time counselor in each elementary school.

The program at the elementary level appeared to have particularly high potential for the improvements of disruptive behavior and academic deficiencies. It will be desirable to ensure that the competent personnel, now engaged in the program, will wish to remain employed in it. Currently, there is a wage differential--the secondary counselors receive a professional supplement not available to the elementary guidance personnel. It is recommended that (6) elementary counselors also receive this supplement to forestall the likely tendency of the effective elementary school counselors gravitating to the more remunerative secondary schools.

Both the elementary and secondary programs personnel have indicated needs for more parent conferences and more conferences with teachers. An increase in such conferences would be of obvious merit. It is recommended (7) that the school management of the guidance program introduce the objectives of increased levels of operation for each of these areas during 1976-77 and, (8) solicit monthly records from the guidance staff indicating the number and objectives of such conferences held.

Finally, a (9) modification of the current school level procedures for management of the guidance program may be indicated. The counselors' logs, which were maintained to identify the relative amounts of time devoted to their tasks and activities, disclosed a substantial span of unallocated (or unspecified) time--between forty and fifty percent of the work week. Some of this time can be accounted for by such activities as lunch, staff meetings, forgotten log entries, and--at the elementary school level--travel time between assigned schools. However, a rather substantial amount of time would appear available for pertinent counseling activities which is not now being efficiently used. It may be desirable, then, to examine the school management practices currently employed in order to ensure a more effective guidance personnel work schedule.

RESULTS

Results of this study were derived from data produced by four sources: counselors, students, teachers, and principals, at both elementary and secondary levels.

Activities Profile of Elementary and Secondary Counselors

All of the 77 elementary counselors and 50 secondary counselors were sent an Activities Log which was to be kept on a daily/weekly basis. This log was task-oriented, and listed virtually all of the professional functions that a counselor would be expected to perform. State task-guidelines, including counseling objectives, were used in designing the log.

For completion of the logs, it was suggested that each counselor record the amount of time (to the nearest 15 minutes) that he/she spent on daily activities. A weekly summation of time-spent per activity was requested. Ten weekly logs were sent to each respondent, and at the end of the ten week period the logs were returned to the Planning and Evaluation Department.

Average minutes per week and percentage of time spent on each activity by elementary and secondary counselors are displayed in Tables 1 and 2, respectively, following this page. A summary of the most time-consuming activities for both elementary and secondary counselors is shown in Table 3.

It is noted that elementary counselors spend much of their time with groups of pupils and in other interactions directed at social/emotional development while secondary counselors spend much of their time with individual pupils - largely to assist in course selection and scheduling. Much of their time appears to be consumed in the performance of testing and other administrative functions. The "other" categories shown on Table 3 contain a broad array of activities having no specific categorical pattern.

TABLE 1

ELEMENTARY COUNSELORS' ACTIVITIES LOG

	MEDIAN	MEAN	STANDARD DEVIATION	PERCENT
1) Consulting with teachers about a specific student's problem.				
1a) inappropriate social interaction	60.0	67.6	59.5	4.2
1b) tardiness/truancy	0.0	9.9	20.4	0.6
1c) verbal abuse--students	0.0	12.0	24.0	0.7
1d) physical abuse--students	0.0	7.6	15.2	0.5
1e) verbal abuse--staff	0.0	3.1	8.8	0.2
1f) physical abuse--staff	0.0	0.7	4.1	0.0
1g) drugs	0.0	0.8	5.1	0.0
1h) property destruction	0.0	3.7	12.5	0.2
2) Consulting with teachers about the interpretation and use of test results	0.0	14.3	23.8	0.9
3) Consulting with teachers in the development and use of cumulative guidance records	0.0	5.0	12.3	0.3
4) Consulting with teachers on improving classroom management skills	15.0	27.5	46.2	1.7
5) Consulting with teachers to improve parent conferences and/or interview techniques	0.0	6.3	18.8	0.4
6) Consulting with teachers regarding the availability/acquisition of education/vocational information	0.0	9.7	20.9	0.6
7) Consulting with school or area administration staff in the planning of guidance programs and activities	30.0	44.4	73.1	2.7
8) Consulting with the guidance committee or school principal on the articulation/orientation of students (school to school/program to program)	0.0	13.4	28.4	0.8
9) Consulting with parents on pupil behavior problems	15.0	26.1	36.6	1.6
10) Consulting with parents about the interpretation and use of test results	0.0	6.0	15.0	0.4
11) Counseling with individual pupils for:				
11a) truancy/tardiness	0.0	10.6	24.5	0.7
11b) academic performance	15.0	40.9	55.3	2.5
11c) lack of motivation	30.0	34.7	45.1	2.1
11d) verbal/physical abuse--students	0.0	15.4	26.6	1.0
11e) verbal/physical abuse--staff	0.0	4.6	16.3	0.3
11f) social interaction	60.0	95.9	105.5	5.9
11g) course selection (includes scheduling)	0.0	1.6	10.7	0.1
11h) career alternatives	0.0	1.8	8.9	0.1
11i) interest testing	0.0	0.6	4.1	0.0
11j) aptitude testing	0.0	9.8	43.0	0.6
11k) achievement testing	0.0	7.4	40.8	0.5
11L) personal/home problems	30.0	46.5	61.8	2.8
11m) financial aid	0.0	1.8	8.6	0.1
11n) problems with school environment	0.0	28.0	42.6	1.7
11o) substance abuse	0.0	1.3	7.6	0.1
11p) property damage	0.0	1.6	9.1	0.1
11q) other (please specify) _____	0.0	14.1	29.3	0.8
11r) other (please specify) _____	0.0	2.3	11.0	0.1
12) Counseling with groups of pupils for:				
12a) truancy/tardiness	0.0	2.5	9.6	0.1
12b) academic performance	0.0	23.6	42.3	1.0
12c) lack of motivation	0.0	20.8	40.5	1.2
12d) verbal/physical abuse--students	0.0	16.1	49.9	1.0
12e) verbal/physical abuse-staff	0.0	5.1	36.7	0.3
12f) social interaction	120.0	178.1	185.7	11.0
12g) course selection (includes scheduling)	0.0	0.5	7.4	0.0
12h) career alternatives	0.0	9.6	33.7	0.6
12i) interest testing	0.0	0.4	5.2	0.0

-CONTINUED-

TABLE 1 (Continued)

ELEMENTARY COUNSELORS' ACTIVITIES LOG

	MEDIAN	MEAN	STANDARD DEVIATION	PERCENT
12j) aptitude testing	0.0	0.8	6.8	0.0
12k) achievement testing	0.0	1.7	13.9	0.1
12L) personal/home problems	0.0	27.5	57.6	1.7
12m) financial aid	0.0	1.3	9.3	0.1
12n) problems with school environment	0.0	22.9	53.6	1.4
12o) substance abuse	0.0	3.1	20.6	0.2
12p) property damage	0.0	1.8	12.7	0.1
12q) other (please specify) _____	0.0	63.5	148.5	3.9
12r) other (please specify) _____	0.0	16.0	65.1	1.0
13) Counseling with individual parents:				
13a) home related problems	0.0	19.8	33.3	1.2
13b) school behavior problems	0.0	20.0	28.9	1.2
13c) achievement problems	0.0	11.9	25.4	0.7
13d) conveying school information	0.0	9.0	20.2	0.6
14) Counseling with groups of parents:				
14a) parent effectiveness sessions	0.0	15.2	49.9	1.0
14b) other sessions	0.0	8.7	35.3	0.5
15) Coordinating personnel services within the school	0.0	25.1	51.5	1.6
16) Making referrals to community agencies in cooperation with the principal or visiting teacher	0.0	14.1	26.3	0.9
17) Surveying such things as community need, parents' occupations, and related information	0.0	4.5	16.8	0.3
18) Providing for the utilization of appropriate community resource personnel	0.0	10.4	22.7	0.6
19) Providing guidance materials or book center materials for teachers, pupils, parents	0.0	13.3	30.7	0.8
20) Conducting group guidance activities in the classroom	30.0	87.0	145.4	5.4
21) Coordinating the guidance committee or guidance program for the school	0.0	25.4	61.3	1.6
22) Developing/administering career education programs	0.0	15.7	43.9	1.0
23) Performing administrative activities	0.0	10.8	32.0	0.7
24) Demonstrating affective education strategies for classroom teachers	0.0	18.8	44.6	1.2
25) Observing pupils in the classroom as a participant observer	15.0	25.5	46.2	1.6
26) Providing leadership in substance abuse programs	0.0	5.1	17.3	0.3
27) Searching cumulative guidance records for identification of pupil's problems	15.0	20.8	27.5	1.2
28) Assembling and summarizing pertinent data for evaluation purposes	0.0	18.7	33.2	1.2
29) Assisting in the administration and utilization of testing programs	0.0	12.2	72.3	0.8
30) Preparing case studies and participating in case conferences	0.0	18.7	36.1	1.2
31) Preparation/follow-up of pupils previously recommended for special placement	0.0	20.8	34.6	1.2
32) Assisting in the orientation of new teachers	0.0	1.5	9.4	0.1
33) Participating in extracurricular activities	0.0	26.0	65.1	1.6
34) Log preparation	60.0	55.6	47.8	3.4
35) Other (please specify): _____	15.0	70.8	118.9	4.4
36) Other (please specify): _____	0.0	58.5	160.8	3.6

TABLE 2

SECONDARY COUNSELORS' ACTIVITIES LOG

	MEDIAN	MEAN	STANDARD DEVIATION	PERCENT
1) Consulting with teachers about a specific student's problem:				
1a) inappropriate social interaction	30.0	40.9	42.6	2.2
1b) tardiness/truancy	15.0	24.5	40.1	1.3
1c) verbal abuse--students	0.0	10.1	19.9	0.5
1d) physical abuse--students	0.0	4.9	17.4	0.3
1e) verbal abuse--staff	0.0	4.9	13.2	0.3
1f) physical abuse--staff	0.0	1.4	8.6	0.1
1g) drugs	0.0	3.0	13.2	0.2
1h) property destruction	0.0	5.7	19.4	0.3
2) Consulting with teachers about the interpretation and use of test results	0.0	12.9	35.3	0.7
3) Consulting with teachers in the development and use of cumulative guidance records	0.0	8.8	24.3	0.5
4) Consulting with teachers on improving classroom management skills	0.0	7.5	14.7	0.4
5) Consulting with teachers to improve parent conferences and/or interview techniques	0.0	4.2	11.4	0.2
6) Consulting with teachers regarding the availability/acquisition of educational/vocational information	0.0	6.4	21.0	0.3
7) Consulting with school or area administration staff in the planning of guidance programs and activities	0.0	31.6	60.9	1.7
8) Consulting with the guidance committee or school principal on the articulation/orientation of students (school to school/program to program)	0.0	21.8	54.4	1.2
9) Consulting with parents on pupil behavior problems	15.0	32.6	43.3	1.7
10) Consulting with parents about the interpretation and use of test results	0.0	5.5	17.2	0.3
11) Counseling with individual pupils for:				
11a) truancy/tardiness	30.0	48.2	56.4	2.6
11b) academic performance	75.0	118.8	145.3	6.3
11c) lack of motivation	15.0	43.4	66.8	2.3
11d) verbal/physical abuse--students	0.0	14.1	27.4	0.8
11e) verbal/physical abuse--staff	0.0	8.6	23.2	0.5
11f) social interaction----	15.0	37.6	51.6	2.0
11g) course selection (includes scheduling)	120.0	289.9	441.5	15.5
11h) career alternatives	0.0	15.5	43.3	0.8
11i) interest testing	0.0	3.0	30.6	0.2
11j) aptitude testing	0.0	2.3	9.9	0.1
11k) achievement testing	0.0	5.8	22.5	0.3
11L) personal/home problems	37.5	52.4	59.8	2.8
11m) financial aid	0.0	16.9	40.8	0.9
11n) problems with school environment	15.0	30.8	42.7	1.6
11o) substance abuse	0.0	4.2	15.8	.2
11p) property damage	0.0	5.0	20.1	.3
11q) other (please specify) _____	0.0	47.7	108.3	2.5
11r) other (please specify) _____	0.0	18.5	51.1	1.0
12) Counseling with groups of pupils for:				
12a) truancy/tardiness	0.0	9.1	24.9	0.5
12b) academic performance	0.0	17.9	41.2	1.0
12c) lack of motivation	0.0	9.6	44.9	0.5
12d) verbal/physical abuse--students	0.0	6.7	17.4	0.3
12e) verbal/physical abuse--staff	0.0	1.7	9.2	0.1
12f) social interaction	0.0	15.2	63.1	0.8

-CONTINUED-

TABLE 2 (Continued)

SECONDARY COUNSELORS' ACTIVITIES LOG

	MEDIAN	MEAN	STANDARD DEVIATION	PERCENT
12g) course selection (includes scheduling)	0.0	24.8	93.9	1.3
12h) career alternatives	0.0	2.0	11.3	0.1
12i) interest testing	0.0	0.1	1.7	0.0
12j) aptitude testing	0.0	.8	12.0	0.0
12k) achievement testing	0.0	.9	5.7	0.0
12L) personal/home problems	0.0	7.5	27.6	0.4
12m) financial aid	0.0	2.1	9.8	0.1
12n) problems with school environment	0.0	7.8	20.6	0.4
12o) substance abuse	0.0	2.0	10.0	0.1
12p) property damage	0.0	1.8	10.1	0.1
12q) other (please specify) _____	0.0	10.9	37.6	0.5
12r) other (please specify) _____	0.0	1.6	12.0	0.1
13) Counseling with individual parents:				
13a) home related problems	0.0	22.4	35.0	1.2
13b) school behavior problems	15.0	31.8	38.8	1.7
13c) achievement problems	15.0	30.0	42.4	1.6
13d) conveying school information	0.0	18.7	27.3	1.0
14) Counseling with groups of parents:				
14a) parent effectiveness sessions	0.0	1.4	9.6	0.1
14b) other sessions	0.0	2.1	14.9	0.1
15) Coordinating personnel services within the school	0.0	36.8	101.5	2.0
16) Making referrals to community agencies in cooperation with the principal or visiting teacher	0.0	11.1	29.4	0.5
17) Surveying such things as community need, parents' occupations, and related information	0.0	1.1	19.2	0.1
18) Providing for the utilization of appropriate community resource personnel	0.0	4.7	14.6	0.3
19) Providing guidance materials or book center materials for teachers, pupils, parents	0.0	2.9	10.6	0.3
20) Conducting group guidance activities in the classroom	0.0	18.0	89.0	1.0
21) Coordinating the guidance committee or guidance program for the school	0.0	9.5	24.4	0.5
22) Developing/administering career education programs	0.0	6.7	29.1	0.4
23) Performing administrative activities	0.0	73.0	115.1	3.9
24) Demonstrating affective education strategies for classroom teachers	0.0	.9	6.0	0.0
25) Observing pupils in the classroom as a participant observer	0.0	11.3	26.6	0.6
26) Providing leadership in substance abuse programs	0.0	.2	2.4	0.0
27) Searching cumulative guidance records for identification of pupil's problems	15.0	38.9	83.9	2.1
28) Assembling and summarizing pertinent data for evaluation purposes	0.0	35.9	86.9	1.9
29) Assisting in the administration and utilization of testing programs	0.0	52.7	161.9	2.8
30) Preparing case studies and participating in case conferences	0.0	9.7	24.7	0.5
31) Preparation/follow-up of pupils previously recommended for special placement	0.0	13.2	27.7	0.7
32) Assisting in the orientation of new teachers	0.0	.7	5.9	0.0
33) Participating in extracurricular activities	0.0	17.4	47.5	0.9
34) Log preparation	60.0	61.4	62.6	3.3
35) Other (please specify): _____	92.5	155.9	190.2	8.3
36) Other (please specify): _____	0.0	91.4	195.1	4.9

TABLE 3

ACTIVITIES CONSUMING 2.0% OR MORE OF ELEMENTARY AND SECONDARY COUNSELORS' TIME

(n = 423 Elementary Counselor Weeks, 312 Secondary Counselor Weeks)

ELEMENTARY COUNSELORS				SECONDARY COUNSELORS			
Activity #	Activity	Percent of Time	Mean Minutes/Week	Activity #	Activity	Percent of Time	Mean Minutes/Week
12f	Counseling groups of pupils/ social interaction	11.0	178.1	11g	Counsel with individual pupils for course selection - scheduling	15.5	289.9
35	"Other"	8.0	129.3	35-36	"Other"	13.3	247.3
11f	Counseling individual pupils/ social interaction	5.9	95.9	11b	Counseling with individual pupils for academic performance	6.3	118.8
20	Conducting group guidance activities in classroom	5.4	87.0	23	Performing administrative activities	3.9	73.0
12 q-r	Consult with groups of pupils for "other"	4.9	79.5	34	Log Preparation	3.3	61.4
1a	Consulting with teachers about student's social interaction	4.2	67.6	29	Assisting in the administration and utilization of testing programs	2.8	52.7
34	Log preparation	3.4	55.6	11L	Counseling with individual pupils/personal-home problems	2.7	52.4
11L	Consult with individual pupils for personal/home problems	2.8	46.5	11a	Counseling with individual pupils/truancy-tardiness	2.6	48.2
7	Consult with school/area administration staff re: planning of guidance programs and activities	2.7	44.4	11q	"Other" counseling with individual pupils	2.5	47.7
11b	Consult with individual pupils for academic performance problems	2.5	40.9	11c	Counseling with individual pupils/lack of motivation	2.3	43.4
11c	Consult with individual pupils for lack of motivation	2.1	34.4	1a	Consult with teachers about inappropriate social interaction of individual pupils	2.2	40.9
	TOTAL PERIOD OF TIME ACCOUNTED FOR ____	51.9	859.2	27	Searching cumulative guidance records for identification of pupil's problems	2.1	38.9
				11f	Counseling with individual pupils/social interaction	2.0	37.6
				15	Coordinating personnel services within the school	2.0	36.8
					TOTAL PERIOD OF TIME ACCOUNTED FOR _____	63.6	1,189

Table 4 on the following page indicates the percentage of counselor contact-time with students, teachers, and parents. Once again, it is noted that the elementary counselor spends a greater share of his/her time with groups of students, and the secondary counselor spends the major share of his/her time with individual students. Interestingly, both elementary and secondary counselors approximately spend the same amount of time with parents.

Counselors' Evaluation of Their Programs

All of the (77) elementary counselors and all of the (316) secondary counselors were sent a questionnaire to determine their level of satisfaction with various work-environment factors, and their desires with respect to changing the nature of their professional role. Information was gathered describing the frequency with which various counseling tactics or techniques were used and for what problems.

Information descriptive of the elementary and secondary counselor respondents can be found in Appendix A; two-thirds of the elementary counselors were women, nearly 70 percent served more than one school, and 96.7 percent have a Master's Degree or Specialist Degree. The "average" elementary counselor had 3.9 years counseling experience and 10.9 years experience as a teacher, administrator or counselor. Secondary counselors are more evenly divided between men and women (45.9 men vs. 54.1 percent women). Only one person reported serving more than one school, and 97.4 percent have a Master's Degree, Specialist Degree or Doctorate. The "average" secondary counselor has been a secondary counselor for 10.1 years, and has been a teacher, administrator or counselor for 18.9 years.

Tables 5 and 6 indicate elementary and secondary counselor's satisfaction/dissatisfaction with various work environment factors. For some factors, in both tables, responses are characterized by bi-modal distributions in which a large percentage of counselors state that they are dissatisfied with a particular work category, while an almost equal percentage of counselors say that they are satisfied. The elementary

TABLE 4

PERCENTAGE OF CONTACT TIME WITH STUDENTS, TEACHERS, AND PARENTS FOR ELEMENTARY AND SECONDARY COUNSELORS

	Elementary	Secondary
Contact with teachers (activities 1-6, 24, 32)	11.6	7.3
Contact with individual students (activity 11)	16.6	40.7
Contact with groups of students (activities 12, 20)	23.7	7.3
Contact with parents (individual and groups) (activities 9, 10, 13, 14)	7.2	7.7

TABLE 5

ELEMENTARY COUNSELORS' EVALUATION OF VARIOUS JOB ENVIRONMENT FACTORS

	MEAN	STANDARD DEVIATION	SATISFACTION/DISSATISFACTION SCALE				
			EXTREMELY UNSATISFACTORY 1	SOMEWHAT UNSATISFACTORY 2	NO OPINION OR NOT APPLICABLE 3	SOMEWHAT SATISFACTORY 4	EXTREMELY SATISFACTORY 5
Size of case load	2.7	1.3	21.5	29.2	6.2	36.9	3.1
Clerical support	3.3	1.1	8.3	18.3	15.0	43.3	15.0
Level of income (including school supplements if any)	2.6	1.5	17.7	43.5	9.7	21.0	4.8
Availability of suitable, private office space for counseling	3.0	1.6	25.0	21.9	0.0	29.7	21.9
Appreciation/support of your services, talents, efforts by administrators	4.2	1.1	2.7	1.5	4.6	27.7	58.5
Appreciation/support of your services, talents, efforts by instructional staff	4.0	0.9	0.0	11.7	3.3	55.0	30.0
Appreciation/support of your services, talents, efforts by parents	4.2	0.7	0.0	3.3	6.7	53.3	36.7
Appreciation/support of your services, talents, efforts by students	4.8	0.3	0.0	0.0	0.0	18.3	81.7
Availability of inservice training programs	3.6	1.0	1.7	21.7	6.7	53.3	16.7
Availability of materials (resource-reference, or office supplies)	3.7	1.0	1.7	20.0	1.7	56.7	20.0
Quality of inservice training programs	3.8	0.7	0.0	6.7	13.3	66.7	13.3
Opportunities for professional advancement	2.9	1.1	13.6	20.3	28.8	33.9	3.4
Length of work day	4.0	0.8	0.0	8.5	5.1	55.9	30.5
Computer and data processing services (computer printouts, etc.)	3.0	0.6	3.4	3.4	79.7	8.5	5.1
Impact of your conseling methods/techniques upon students	4.2	0.5	0.0	1.7	1.7	64.4	32.2
Impact of your counseling methods/techniques upon faculty	3.6	0.8	1.7	13.3	11.7	65.0	8.3

TABLE 6
SECONDARY COUNSELORS' EVALUATION
OF VARIOUS JOB ENVIRONMENT FACTORS

	MEAN	STANDARD DEVIATION	SATISFACTION/DISSATISFACTION SCALE				
			EXTREMELY UNSATISFACTORY 1	SOMEWHAT UNSATISFACTORY 2	NO OPINION OR NOT APPLICABLE 3	SOMEWHAT SATISFACTORY 4	EXTREMELY SATISFACTORY 5
Size of case load	2.2	1.3	38.9	33.6	3.4	17.4	6.7
Clerical support	2.9	1.4	20.9	29.1	1.4	39.2	9.5
Level of income (including school supplements if any)	3.0	1.1	6.1	41.2	5.4	44.6	2.7
Availability of suitable, private office space for counseling	3.4	1.5	18.5	17.2	0.7	35.1	28.5
Appreciation/support of your services, talents, efforts by administrators	4.0	1.1	3.3	10.6	2.6	45.0	38.4
Appreciation/support of your services, talents, efforts by instructional staff	3.9	0.8	0.7	9.9	3.3	73.5	12.6
Appreciation/support of your services, talents, efforts by parents	4.3	0.6	0.0	1.3	3.3	64.2	31.1
Appreciation/support of your services, talents, efforts by students	4.3	0.6	0.0	1.3	1.3	62.3	35.1
Availability of inservice training programs	3.5	1.1	6.0	15.3	22.0	39.3	17.3
Availability of materials (resource-reference, or office supplies)	3.7	1.1	3.3	17.9	5.3	55.6	17.9
Quality of inservice training programs	3.2	1.0	6.0	16.8	33.6	38.9	4.7
Opportunity for professional advancement	2.8	1.2	17.3	22.7	30.0	19.3	10.7
Length of work day	4.3	0.8	1.3	4.6	0.7	46.4	47.0
Computer and data processing services (computer printouts, etc.)	3.0	1.2	12.2	27.0	14.2	40.5	6.1
Impact of your counseling methods/techniques upon students	4.1	0.6	0.0	2.0	5.4	69.1	23.5
Impact of your counseling methods/techniques upon faculty	4.0	0.6	0.0	4.7	7.4	75.8	12.1

counselors were almost evenly split in their evaluation of the availability of suitable, private office space for counseling. Table 5 shows that 46.9 percent of the counselors found counseling facilities/space to be unsatisfactory while 51.6 percent thought that their facilities were satisfactory.

For elementary counselors, mean ratings of only 3 of the 16 factors were "unsatisfactory" (average ratings less than 3.0). From this it is noted that the elementary counselor's chief complaint is the level of income; 61.2 percent noted this to be somewhat to extremely dissatisfactory. (An elementary counselor does not receive an income-supplement as does the secondary counselor.) Size of case load was the next most unsatisfactory factor with 50.7 percent indicating dissatisfaction; lack of opportunities for professional advancement was seen as dissatisfactory for nearly one-third of the elementary counselors, but another one-third found advancement opportunities to be satisfactory. (Interestingly, 81.7 percent indicated extreme satisfaction with the appreciation/support of their counseling efforts which they received from their students.)

Secondary counselors (Table 6) reported that the greatest source of dissatisfaction was their case load (72.5 percent found their case load to be unsatisfactory). The second greatest source of counselor dissatisfaction was lack of opportunity for professional advancement; 40.0 percent were dissatisfied, yet 30.0 percent indicated satisfaction and 30 percent responded no opinion/no application. Dissatisfaction with clerical support was noted by 50.0 percent of the responding secondary counselors while 48.7 percent stated that clerical support was satisfactory.

As with the elementary counselors, the secondary counselors found satisfaction in the appreciation/support of their services/talents and efforts given to them by counselees and their parents.

Table 7 displays elementary counselors' suggestions for change in emphasis in various aspects of their professional role. From this table it can be noted that the elementary counselors would like to increase the emphasis currently being placed on all role activities listed, especially guidance program development and consultations with parents regarding their child's behavior. The area of least

suggested emphasis was "administration of tests in identifying student needs".

Secondary counselors, too, (Table 8) felt that all roles needed additional emphasis. Activities for which the greatest percent of secondary counselors felt that more emphasis should be given were: 1) group counseling of students (88.6 percent), 2) consultations with teachers for dissemination of information, etc. (85.9 percent), 3) individual counseling of students (85.6 percent), and 4) guidance program(s) development (85.1 percent). However, as with elementary counselors, the secondary counselors thought that less emphasis should be placed on the administration of tests in identifying student needs.

Table 9 lists various tactics which elementary counselors employ for a variety of problem area/needs. The numbers in the matrix are the number of responding counselors who used the tactic frequently or occasionally. (If the counselor used the tactic seldom, no response was made in the array.) The mean extent-of-use ranges from 1-4 with numbers close to 4 indicating frequent use, and numbers close to 1 indicating those seldom used.

From Table 9 it can be seen that the most commonly used elementary counseling tactics were individual counseling, group counseling, magic circle, and behavior modification. For those problem areas defining "disruptive behavior" of significant contemporary concern to teachers and administrators (verbal/physical abuse of staff and students). The most frequently applied tactics were (in addition to group and individual counseling) magic circle, audio-visuals, and behavior modification.

Secondary counselors (Table 10) indicated that group counseling, individual counseling, behavior modification, and "speakers" (for career education) were most frequently used. For problem areas consisting of disruptive behaviors behavior modification and peer counseling (in addition to individual group counseling) were the most frequently applied tactics.

TABLE 7

ELEMENTARY COUNSELOR SUGGESTED EMPHASIS CHANGES FOR VARIOUS GUIDANCE ROLES/ACTIVITIES

	MEAN	STANDARD DEVIATION	SUGGESTED EMPHASIS CHANGE				
			MUCH LESS EMPHASIS NEEDED 1	LESS EMPHASIS NEEDED 2	NO OPINION OR NOT APPLICABLE 3	SOME MORE EMPHASIS NEEDED 4	MUCH MORE EMPHASIS NEEDED 5
Guidance program(s) development	4.1	0.8	0.0	7.0	7.0	54.4	31.6
Guidance program(s) management/administration	3.5	1.0	1.7	19.0	17.2	48.3	13.8
Identification of outside (community) resources	3.9	0.7	0.0	5.2	13.8	60.3	20.7
Consultation with teachers for dissemination of information, imparting of skills, etc., (test result interpretation, classroom management skills, etc.)	3.9	0.7	0.0	8.5	5.1	66.1	20.3
Consultation with parent(s) regarding their child's behavior	4.1	0.8	0.0	8.5	3.4	59.3	28.8
Consultation with parent(s) regarding their child's potential/future	3.7	0.8	0.0	11.9	18.6	54.2	15.3
Individual counseling of students: school related issues	3.7	0.9	1.7	13.6	5.1	67.8	11.9
Group counseling of students: school related issues	3.7	0.9	0.0	15.3	8.5	57.6	18.6
Individual counseling of students: personal issues	3.8	2.9	0.0	15.0	6.7	51.7	26.7
Group counseling of students: personal issues	3.9	0.9	0.0	13.3	10.0	46.7	30.0
Administration of tests which assist the counselor in identifying individual student needs (e.g. instructional, self-concept, aptitude, interest, etc.)	3.4	0.9	0.0	24.1	15.5	48.3	12.1

TABLE 8

SECONDARY COUNSELORS SUGGESTED EMPHASIS CHANGES FOR VARIOUS GUIDANCE ROLES/ACTIVITIES

	MEAN	STANDARD DEVIATION	SUGGESTED EMPHASIS CHANGE				
			MUCH LESS EMPHASIS NEEDED 1	LESS EMPHASIS NEEDED 2	NO OPINION OR NOT APPLICABLE 3	SOME MORE EMPHASIS NEEDED 4	MUCH MORE EMPHASIS NEEDED 5
Guidance program(s) development	4.0	0.7	0.0	4.1	10.8	54.2	20.9
Guidance program(s) management/administration	3.8	0.9	2.0	7.3	18.0	52.0	20.7
Identification of outside (community) resources	3.9	0.7	0.0	4.7	12.8	55.8	16.8
Consultation with teachers for dissemination of information, imparting of skills, etc., (test result interpretation, classroom management skills, etc.)	4.0	0.6	0.0	3.4	10.7	59.8	16.1
Consultation with parent(s) regarding their child's behavior	3.9	0.8	0.0	8.8	10.1	62.2	18.9
Consultation with parent(s) regarding their child's potential/future	3.9	0.8	0.7	5.4	13.6	51.9	18.4
Individual counseling of students: school related issues	4.0	0.9	0.0	9.7	10.3	53.1	26.9
Group counseling of students: school related issues	4.1	0.7	0.0	2.7	8.7	53.1	25.5
Individual counseling of students: personal issues	4.1	0.9	0.7	6.2	7.5	50.0	35.6
Group counseling of students: personal issues	4.0	0.9	2.0	6.0	12.1	49.7	30.2
Administration of tests which assist the counselor in identifying individual student needs (e.g. instructional, self-concept, aptitude, interest, etc.)	3.6	1.1	0.7	23.6	16.9	36.5	22.3

TABLE 9

ELEMENTARY COUNSELORS TACTICS/ TECHNIQUES USED WITHIN VARIOUS PROBLEM AREAS/NEEDS

	Number Using	Mean Extent of Use	PROBLEM AREAS/NEEDS (NUMBER OF COUNSELORS RESPONDING)												
			1 Truancy/tardiness	2 Academic Performance	3 Lack of Motivation	4 Verbal/Physical Abuse-Students	5 Verbal/Physical Abuse-Staff	6 Social Interaction	7 Career Alternative Questions	8 Personal/Home Problems	9 Problems With School Environment	10 Substance Abuse	11 Property Damage	12 Other (please specify)	13 Other (please specify)
Parent Effectiveness Training	23	2.2	4	8	6	6	12	0	0	25	8	2	3	1	0
Transactional Analysis	26	2.4	5	5	8	6	5	28	1	15	12	1	3	2	1
Behavior Modification	57	3.4	26	38	40	24	7	29	0	22	33	0	3	1	0
Play Therapy	36	2.6	1	6	14	16	2	29	5	20	11	0	1	1	0
Music Therapy	14	1.7	0	2	5	0	1	13	1	4	4	0	0	2	0
Adlerian Study Groups	30	2.4	5	11	13	3	1	14	2	22	10	1	5	2	2
DUSO	50	3.3	2	15	26	17	6	46	18	18	24	6	7	6	1
TAD	20	2.1	1	7	10	7	2	20	8	9	11	2	4	2	0
SRA Reading and Language Orientation	8	1.5	1	6	5	4	2	6	2	1	4	1	1	2	1
Other Reading and Language Orientation	8	1.7	1	6	8	4	2	7	4	3	4	3	2	1	0
Audio Visuals (e.g. film strips, movies, records, etc.)	55	3.4	13	25	33	24	12	50	30	33	30	22	15	6	2
Speakers (e.g. Career Education, etc.)	41	2.7	3	11	12	2	0	7	37	3	5	3	0	4	3
Conflict Management Techniques	22	2.1	3	5	4	12	4	16	0	8	10	1	2	2	0
"Deciders Program"	4	1.4	2	4	5	4	3	7	4	5	5	2	2	0	0
Magic Circle	59	3.4	16	25	30	29	16	54	12	35	35	11	6	6	2
Peer Counseling	22	2.1	7	8	13	7	3	18	2	8	7	7	5	2	0
Teen Counseling	27	2.3	7	7	14	9	4	25	3	7	10	9	3	3	0
Listeners Program	25	2.1	6	12	22	8	6	22	4	17	15	5	4	0	1
RET (rational - emotive therapy)	11	1.6	8	7	8	5	5	9	4	9	5	3	4	1	1
Individual Counseling	64	3.8	46	55	55	48	32	55	23	58	56	22	29	8	3
Group Counseling	60	3.9	32	47	51	44	28	57	28	48	51	22	17	4	3

TABLE 10

SECONDARY COUNSELORS TACTICS/ TECHNIQUES USED WITHIN VARIOUS PROBLEM AREAS/NEEDS

	Number Using	Mean Extent of Use	PROBLEM AREAS/NEEDS (NUMBER OF COUNSELORS RESPONDING)												
			Truancy/tardiness 1	Academic Performance 2	Lack of Motivation 3	Verbal/Physical Abuse-Students 4	Verbal/Physical Abuse-Staff 5	Social Interaction 6	Career Alternative Questions 7	Personal/home problems 8	Problems With School Environment 9	Substance Abuse 10	Property Damage 11	Other (please specify) 12	Other (please specify) 13
Parent Effectiveness Training	33	1.8	17	24	14	6	5	15	8	25	12	8	3	0	0
Transactional Analysis	38	1.9	13	20	18	16	12	25	6	24	19	9	2	0	0
Behavior Modification	100	3.0	62	71	70	28	22	34	9	37	41	17	7	2	1
Play Therapy	11	1.3	1	3	3	3	1	5	2	5	4	2	0	1	0
Music Therapy	2	1.1	0	1	1	0	0	1	0	0	0	1	0	0	0
Adlerian Study Groups	1	1.1	1	2	2	2	1	1	2	2	1	1	0	0	0
DUSO	1	1.1	0	0	0	0	0	0	0	0	0	1	0	0	0
TAD	0	1.1	0	1	0	0	0	0	0	0	0	0	0	0	0
SRA Reading and Language Orientation	10	1.3	2	7	4	0	1	1	1	0	0	0	0	0	0
Other Reading and Language Orientation	11	1.3	1	10	2	0	0	3	3	1	2	0	0	0	0
Audio Visuals (e.g. film strips, movies, records, etc.)	62	2.4	8	25	26	6	6	29	44	22	20	29	6	1	0
Speakers (e.g. Career Education, etc.)	84	2.6	4	31	20	2	1	19	71	4	4	16	2	3	0
Conflict Management Techniques	24	1.5	5	5	5	9	9	12	4	8	7	3	0	0	0
"Deciders Program"	14	1.4	2	5	4	2	1	4	5	7	5	2	2	0	0
Magic Circle	19	1.6	5	7	8	3	5	15	3	8	9	7	1	0	0
Peer Counseling	72	2.5	29	32	41	21	14	41	17	37	37	42	10	1	1
Teen Counseling	33	1.8	11	16	17	8	6	23	11	20	21	18	8	1	1
Listeners Program	12	1.3	6	8	8	4	2	7	5	7	7	3	1	0	0
RET (rational - emotive therapy)	17	1.4	7	11	13	7	5	9	6	12	11	5	2	3	1
Individual Counseling	142	4.0	126	126	123	101	86	107	106	122	113	83	66	15	5
Group Counseling	127	3.4	74	86	79	44	36	85	75	60	79	57	33	8	4

Principals' Evaluation of the Program

The Principal's Checklist was sent to 116 randomly selected elementary and secondary school principals (a 50 percent sample). Table 11 shows the principal's perception of the general validity and adequacy of implementation of the guidance programs. Approximately 70 percent of the elementary principals view the guidance programs as being reasonably/totally valid. However, only 45.0 percent view the guidance program as being reasonably/very adequately implemented.

Similarly, 75.9 percent of the secondary principals viewed the guidance programs as being reasonably/totally valid, and only 55.1 percent thought that the programs were reasonably/very adequately implemented.

Tables 12 and 13 show the extent to which elementary and secondary principals feel that various guidance program activities are a legitimate part of the problem. The range of the MEAN column extends from 1 through 5, those scores nearest 5 indicated a perception of that activity being a very legitimate part of the program. None of the mean scores are below 3.7 indicating that, in general, the principals perceive the guidance programs' component activities as being quite legitimate.

Additionally, modal (most frequently occurring responses) were all on the favorable side of the response continuum. Generally speaking, legitimacy ratings given program activities by secondary principals were more favorable than those given by elementary principals.

For elementary principals, activities perceived as most legitimate were: 1) consulting with pupils regarding disruptive/maladaptive behavior, 2) conducting group guidance activities, and 3) consulting with pupils regarding "other" problems. The "lowest" legitimacy rating was given to the "testing of students" (e.g. interest, aptitude, etc.). For secondary principals, the activity perceived as most legitimate was consulting with teachers about specific student problems; that perceived as least legitimate was "consulting with teachers about the development of classroom management skills".

Table 14 indicates the extent to which elementary principals indicated problems in implementing certain guidance activities/objectives and the causes of such problems. Consulting with teachers about the develop-

TABLE 11

PERCENT OF ELEMENTARY AND SECONDARY PRINCIPALS
PERCEIVING DADE'S GUIDANCE PROGRAMS AS VALID AND ADEQUATELY IMPLEMENTED

PERCENT* RESPONDING TO EACH ALTERNATIVE

Principals	Totally Valid 5	4	3	2	Totally Invalid 1	Very Adequately Implemented 5	4	3	2	Very Inadequately Implemented 1
Elementary	21.9	47.9	16.4	2.7	1.4	13.5	31.5	34.2	9.6	1.4
Secondary	13.8	62.1	24.1	0	0	10.3	44.8	31.0	13.8	0

* Percentages do not always add to 100, since all principals did not respond to the item.

TABLE 12

EXTENT TO WHICH ELEMENTARY SCHOOL PRINCIPALS PERCEIVE CERTAIN GUIDANCE PROGRAM ACTIVITIES AS A LEGITIMATE PART OF THE PROGRAM

	MEAN	STANDARD DEVIATION	PERCENT RESPONDING TO EACH CHOICE (* = MODAL RESPONSE)				
			HAS NO PLACE IN PROGRAM 1	LARGELY UNNECESSARY TO PROGRAM'S FUNCTIONING 2	UNDECIDED 3	MODERATELY LEGITIMATE PART OF PROGRAM 4	VERY LEGITIMATE PART OF PROGRAM 5
Consulting with teachers about specific student problems	4.5	1.2	0	2.7	0	9.6	82.2*
Consulting with teachers about the development of classroom management skills	4.0	1.2	2.7	9.6	9.6	30.1	46.6*
Consulting with teachers about the interpretation and use of test results	4.0	1.1	0	12.3	9.6	39.7*	37.0
Consulting with teachers to improve parent conferences	4.2	1.0	2.7	2.7	9.6	39.7	43.8*
Consulting with teachers about obtaining resource materials/ information (e.g. career information, etc.)	4.2	1.0	1.4	5.5	8.2	39.7	43.8*
Orientation/articulation of students	3.9	1.3	1.4	17.8	8.2	27.4	43.8*
Consulting with parents about test results, child behavior, etc.	4.5	1.1	2.7	4.1	0	23.3	68.5*
Consulting with pupils regarding disruptive/maladaptive behavior	4.7	0.9	2.7	0	0	17.8	79.5*
Consulting with pupils regarding other problems (e.g. career plans, personal problems, etc.)	4.6	0.8	1.4	1.4	4.1	17.8	75.3*
Testing of students (e.g. interest, aptitude, etc.)	3.7	1.1	1.4	15.1	20.5	32.0*	26.0
Support/implementation of career education programs	4.1	1.0	2.7	4.1	11.0	45.2*	37.0
Identification/utilization of community resources	4.1	1.0	2.7	4.1	11.0	39.7	42.5*
Evaluation of guidance programs	4.2	1.2	4.5	5.5	6.8	31.5	50.7*
Provision of leadership for specific programs (e.g. drug abuse, etc.)	4.4	0.9	2.7	1.4	5.5	37.0	53.4*
Consulting with administration/teachers regarding appropriate curricular offerings	3.7	1.3	5.5	13.7	12.3	37.0*	31.5
Conducting group guidance activities	4.7	0.7	1.4	0	0	21.9	76.7*

TABLE 13

EXTENT TO WHICH SECONDARY SCHOOL PRINCIPALS PERCEIVE CERTAIN GUIDANCE PROGRAM ACTIVITIES AS A LEGITIMATE PART OF THE PROGRAM

	MEAN	STANDARD DEVIATION	PERCENT RESPONDING TO EACH OPTION (* = MODAL RESPONSE)				
			HAS NO PLACE IN PROGRAM 1	LARGELY UNNECESSARY TO PROGRAM'S FUNCTIONING 2	UNDECIDED 3	MODERATELY LEGITIMATE PART OF PROGRAM 4	VERY LEGITIMATE PART OF PROGRAM 5
Consulting with teachers about specific student problems	5.0	0.9	0	0	0	3.4	96.6*
Consulting with teachers about the development of classroom management skills	4.0	0.9	0	13.8	3.4	55.2*	27.6
Consulting with teachers about the interpretation and use of test results	4.8	0.4	0	0	0	20.7	79.3*
Consulting with teachers to improve parent conferences	4.4	0.8	0	3.4	6.9	34.5*	55.2
Consulting with teachers about obtaining resource materials/ information (e.g. career information, etc.)	4.2	0.9	0	6.9	6.9	44.8*	41.4
Orientation/articulation of students	4.8	0.6	0	3.4	0	6.9	89.7*
Consulting with parents about test results, child behavior, etc.	4.8	0.4	0	0	0	22.7	79.3*
Consulting with pupils regarding disruptive/maladaptive behavior	4.8	0.6	0	0	6.9	10.3	82.8*
Consulting with pupils regarding other problems (e.g. career plans, personal problems, etc.)	4.8	0.4	0	0	0	17.2	82.8*
Testing of students (e.g. interest, aptitude, etc.)	4.6	0.6	0	0	6.9	24.1	69.0*
Support/implementation of career education programs	4.4	0.7	0	0	10.3	41.4	48.3*
Identification/utilization of community resources	4.4	0.7	0	3.4	3.4	44.8	48.3*
Evaluation of guidance programs	4.4	0.8	0	0	20.7	17.2	62.1*
Provision of leadership for specific programs (e.g. drug abuse, etc.)	4.4	0.8	0	3.4	6.9	37.9	51.7*
Consulting with administration/teachers regarding appropriate curricular offerings	4.6	0.6	0	0	6.9	31.0	62.1*
Conducting group guidance activities	4.8	0.5	0	0	3.4	13.8	82.8*

* Rows may not always total 100 percent due to rounding error.

ment of classroom management skills was seen as a problem by more elementary principals than any of the other activities listed. The primary causes of this problem, as perceived by principals were "professional (counseling) staff lacks competency/training", "inappropriate definition of the counselor's role", and "inadequate budget for counseling".

The second most serious problem perceived by elementary principals was in the support/implementation of career education programs in which the chief causes were perceived as lack of professional staff and inadequate budget for counseling.

A third guidance activity seen by 36.9 percent of the elementary principals as a problem was consulting with pupils regarding disruptive/maladaptive behavior. The chief perceived causes of this problem were lack of professional staff and inadequate budget.

Secondary principals (Table 15) indicated that "conducting group guidance activities" was the chief counseling problem. The prime causes of the problem appeared to be lack of professional staff, "professional staff lack competency/training", "inadequate facilities", "inappropriate definition of the counselor's role", and "inadequate counseling method(s)/techniques".

The second major problem area as seen by 58.6 percent of the secondary principals was consulting with teachers about the development of classroom management skills. Here the chief causes were seen as inappropriate definition of the counselor's role, and inadequate rapport with teachers.

Teachers' Evaluation of the Program

A classroom teacher questionnaire was sent to 560 randomly selected teachers (5 percent of the population). Data descriptive of responding teachers is presented in Appendix A. Sixty-three and one-tenth percent of the respondents were elementary teachers, 27.0 percent were junior high teachers, and 9.9 percent were senior high teachers. The median teaching experience was 10.0 years. Bachelor's Degrees were held by 72.5 percent of the teachers, 26.5 percent had Masters, and 1.0 percent had a Specialist Degree or Doctorate.

TABLE 14

EXTENT TO WHICH ELEMENTARY SCHOOL PRINCIPALS INDICATED PROBLEMS IN IMPLEMENTING CERTAIN GUIDANCE ACTIVITIES/OBJECTIVES AND THE CAUSES OF SUCH PROBLEMS

		NUMBER RESPONDING TO EACH CHOICE								
	PERCENT OF PRINCIPALS INDICATING A PROBLEM	LACK OF PROFESSIONAL STAFF	PROFESSIONAL STAFF LACKS COMPETENCY/TRAINING	INADEQUATE FACILITIES	INAPPROPRIATE DEFINITION OF THE COUNSELOR'S ROLE	INADEQUATE COUNSELING METHOD(S)/ TECHNIQUES	INADEQUACY OF CLERICAL HELP	INADEQUATE RAPPORT WITH COMMUNITY/PARENTS	INADEQUATE RAPPORT WITH TEACHERS	INADEQUATE BUDGET FOR COUNSELING
		1	2	3	4	5	6	7	8	9
Consulting with teachers about specific student problems	28.7	3	7	3	4	2	2	1	3	4
Consulting with teachers about the development of classroom management skills	47.9	5	7	1	7	1	1	1	5	7
Consulting with teachers about the interpretation and use of test results	28.7	2	2	2	1	3	2	1	0	4
Consulting with teachers to improve parent conferences	28.7	5	4	2	3	2	0	1	2	2
Consulting with teachers about obtaining resource materials/information (e.g. career information, etc.)	26.0	3	1	2	0	1	1	0	1	7
Orientation/articulation of students	20.5	6	1	2	0	0	1	1	0	4
Consulting with parents about test results, child behavior, etc.	27.3	4	1	3	0	1	1	2	0	3
Consulting with pupils regarding disruptive/maladaptive behavior	36.9	8	2	7	4	4	2	0	0	2
Consulting with pupils regarding other problems (e.g. career plans, personal problems, etc.)	24.6	5	1	4	1	0	1	0	0	3
Testing of students (e.g. interest, aptitude, etc.)	28.7	3	2	3	1	1	1	0	1	9
Support/implementation of career education programs	38.3	7	4	4	1	1	1	0	0	6
Identification/utilization of community resources	16.4	2	2	0	0	0	2	1	1	4
Evaluation of guidance programs	17.8	3	1	1	1	0	1	0	1	5
Provision of leadership for specific programs (e.g. drug abuse, etc.)	27.3	3	2	2	2	2	1	0	1	6
Consulting with administration/teachers regarding appropriate curricular offerings	21.9	2	2	2	2	1	1	0	1	5
Conducting group guidance activities	34.2	4	3	9	2	2	1	0	1	5

TABLE 15

EXTENT TO WHICH SECONDARY SCHOOL PRINCIPALS INDICATED PROBLEMS IN IMPLEMENTING CERTAIN GUIDANCE ACTIVITIES/OBJECTIVES AND THE CAUSES OF SUCH PROBLEMS

	PERCENT OF PRINCIPALS INDICATING A PROBLEM	NUMBER RESPONDING TO EACH CHOICE								
		LACK OF PROFESSIONAL STAFF	PROFESSIONAL STAFF LACKS COMPETENCY/TRAINING	INADEQUATE FACILITIES	INAPPROPRIATE DEFINITION OF THE COUNSELOR'S ROLE	INADEQUATE COUNSELING METHOD(S)/ TECHNIQUES	INADEQUACY OF CLERICAL HELP	INADEQUATE RAPPORT WITH COMMUNITY/PARENTS	INADEQUATE RAPPORT WITH TEACHERS	INADEQUATE BUDGET FOR COUNSELING
		1	2	3	4	5	6	7	8	9
Consulting with teachers about specific student problems	34.4	7	0	0	2	0	2	0	3	6
Consulting with teachers about the development of classroom management skills	58.6	2	3	1	5	3	0	0	5	2
Consulting with teachers about the interpretation and use of test results	31.0	0	2	1	1	1	0	1	4	1
Consulting with teachers to improve parent conferences	41.3	2	0	0	2	1	0	1	2	3
Consulting with teachers about obtaining resource materials/information (e.g. career information, etc.)	34.4	0	3	0	1	0	1	0	1	2
Orientation/articulation of students	31.0	5	1	2	0	0	2	0	0	2
Consulting with parents about test results, child behavior, etc.	37.9	6	1	1	1	0	0	2	0	4
Consulting with pupils regarding disruptive/maladaptive behavior	37.9	6	2	1	2	2	2	0	0	3
Consulting with pupils regarding other problems (e.g. career plans, personal problems, etc.)	31.0	3	2	0	1	1	0	0	0	2
Testing of students (e.g. interest, aptitude, etc.)	34.4	0	2	5	0	0	1	0	0	2
Support/implementation of career education programs	48.2	1	6	2	2	1	0	0	0	4
Identification/utilization of community resources	37.9	3	2	0	2	0	1	0	1	3
Evaluation of guidance programs	31.0	1	2	0	1	0	1	0	0	2
Provision of leadership for specific programs (e.g. drug abuse, etc.)	31.0	2	4	0	0	2	0	0	0	3
Consulting with administration/teachers regarding appropriate curricular offerings	20.6	0	2	0	1	0	0	0	1	1
Conducting group guidance activities	65.5	5	5	5	3	5	1	0	1	4

Table 16 displays elementary teacher responses regarding their counseling/guidance needs, and the helpfulness of those rendered services by the counselors. In every case where there is a substantial teacher need for counseling services, there is a corresponding substantial degree of helpfulness on the part of the counselor. The greatest need, indicated by 83.1 percent of the teachers, was obtaining counseling services for individual students; 66.7 percent of the responding teachers said that the rendered services were either frequently or extremely helpful.

The second greatest need, indicated by 68.9 percent, was obtaining testing services for individual students; 60.6 percent reported that the rendered services were either frequently or extremely helpful.

Secondary teacher responses (Table 17) were similar to those given by elementary teachers, in that in every case where there is a substantial teacher need for counseling services, there appears to be a corresponding substantial degree of helpfulness on the part of the counselor. The greatest need, indicated by 81.4 percent of the responding teachers, was for obtaining counseling services for individual students; 72.2 percent of the teachers reported that the counselors' services directed at this need were frequently/extremely helpful.

The second greatest need, expressed by 72.8 percent of the responding secondary teachers, was for assistance with the truant/tardy child; 55.7 percent stated that the retained counseling services were either frequently or extremely helpful.

Students' Evaluation of the Program

Fifty-two elementary students in grades 2-6 were randomly selected for interview at those schools which had elementary counseling services. It was thought that these children would not satisfactorily be able to complete a questionnaire. Information descriptive of elementary student respondents is given in Appendix A. The median age of the students is 10.0, 60.0 percent are male and 40.0 percent are female.

Table 18 shows elementary students' extent and quality of exposure to counseling services. Indicating their lack of awareness of the existence of counseling services, only 51.0 percent of the pupils knew that their

TABLE 16

EXTENT OF NEED FOR AND HELPFULNESS OF COUNSELING SERVICES FOR A NUMBER OF PROBLEMS (n = 133 ELEMENTARY TEACHERS)

	PERCENT RESPONDING (* = MODAL RESPONSE) NEEDS SCALE					PERCENT RESPONDING (* = MODAL RESPONSE) HELPFULNESS SCALE				
	NEVER NEED 1	SELDOM NEED 2	SOMETIMES NEED 3	FREQUENT NEED 4	EXTREME NEED 5	NEVER HELPFUL 1	SELDOM HELPFUL 2	NO OPINION OR DOES NOT APPLY 3	FREQUENTLY HELPFUL 4	EXTREMELY HELPFUL 5
Problems with individual student behavior:										
1- Drugs	65.4*	24.8	8.3	0.8	0.8	15.4	10.0	66.2*	6.9	1.2
2- Tardiness/truancy	19.9	30.9*	30.9*	16.2	2.2	10.6	19.7	32.6	27.3	9.8
3- Verbal abuse of students	31.1	31.1	25.9	10.4	1.5	10.6	19.7	40.9	20.5	8.3
4- Physical abuse of students	38.5	28.9	25.2	6.7	0.7	12.1	15.2	42.4	24.2	6.1
5- Verbal abuse of staff	48.1	25.9	19.3	5.9	0.7	15.2	13.6	44.7	21.2	5.3
6- Physical abuse of staff	71.1	23.7	5.2	0.0	0.0	16.8	13.0	57.3	9.9	3.1
7- Inappropriate social interaction	20.0	21.5	35.6	17.8	5.2	6.1	19.7	22.0	39.4	12.9
8- Property destruction	24.4	38.5	23.0	8.1	5.9	16.2	18.5	42.3	19.2	3.8
Other problems or needs:										
9- Interpretation and use of test results	29.1	28.4	27.6	13.4	1.5	13.8	19.2	30.0	28.5	8.5
10- Obtaining or interpreting information about new students	19.3	29.6	35.6	13.3	2.2	13.0	17.6	24.4	34.4	10.7
11- Improving classroom management skills	33.3	31.9	23.7	8.9	2.2	18.2	18.9	36.4	22.0	4.5
12- Conducting parent conferences/interviews	18.5	26.7	31.9	15.6	7.4	10.6	14.4	23.5	40.2	11.4
13- Obtaining educational/vocational information	26.1	38.8	24.6	9.0	1.5	10.6	17.4	29.5	34.8	7.6
14- Obtaining testing services for individual students	12.6	18.5	34.8	21.5	12.6	8.3	15.9	15.2	42.4	18.2
15- Obtaining counseling services for individual students	5.9	11.0	37.5	31.6	14.0	6.8	22.0	4.5	40.9	25.8
16- Obtaining guidance or book center materials	25.9	27.4	35.6	9.6	1.5	16.7	15.2	34.1	27.3	6.8
17- Obtaining group guidance services (in the classroom)	17.2	22.4	33.6	20.1	6.7	16.7	17.4	17.4	34.1	14.4
18- Obtaining guidance in the development of career education programs	39.3	22.2	24.4	9.6	4.4	13.6	13.6	39.4	25.8	8.3
19- Orientation of myself to new school settings	61.7	21.1	13.5	3.8	0.0	18.3	7.6	57.3	14.5	2.3

TABLE 17

EXTENT OF NEED FOR AND HELPFULNESS OF COUNSELING SERVICES FOR A NUMBER OF PROBLEMS (n = 82 SECONDARY TEACHERS)

	PERCENT RESPONDING (* = MODAL RESPONSE) NEEDS SCALE					PERCENT RESPONDING (* = MODAL RESPONSE) HELPFULNESS SCALE				
	NEVER NEED	SELDOM NEED	SOMETIMES NEED	FREQUENT NEED	EXTREME NEED	NEVER HELPFUL	SELDOM HELPFUL	NO OPINION OR DOES NOT APPLY	FREQUENTLY HELPFUL	EXTREME
Problems with individual student behavior:										
1- Drugs	22.5	40.0*	22.5	12.5	2.5	3.8	12.8	48.7*	23.1	11.
2- Tardiness/truancy	5.2	21.0	29.6*	27.2	16.0	6.3	26.6	11.4	41.8*	13.
3- Verbal abuse of students	16.0	40.7*	24.7	13.6	4.9	6.3	22.8	27.8	31.6*	11.
4- Physical abuse of students	40.7*	34.6	14.8	7.8	2.5	10.1	17.7	39.2*	24.1	8.
5- Verbal abuse of staff	43.2*	28.4	12.3	11.1	4.9	7.7	17.9	47.4*	19.2	7.
6- Physical abuse of staff	61.7*	29.6	8.6	0.0	0.0	11.5	10.3	55.1*	16.7	6.
7- Inappropriate social interaction	13.6	33.7	38.3*	13.2	1.2	3.9	20.8	27.3	35.1*	13.
8- Property destruction	24.7	30.9*	22.2	13.6	8.6	8.9	24.1	39.2*	16.5	11.
Other problems or needs:										
9- Interpretation and use of test results	18.8	32.5	33.8*	10.0	5.0	5.2	18.2	23.4	31.2*	22.
10- Obtaining or interpreting information about new students	10.0	17.5	45.0*	22.5	5.0	2.5	22.8	8.9	44.3*	21.
11- Improving classroom management skills	39.5*	33.3	17.3	7.4	2.5	12.8	21.8	44.9*	15.4	5.
12- Conducting parent conferences/interviews	2.5	25.9	51.9*	14.8	4.9	1.3	12.8	10.3	52.6*	23.
13- Obtaining educational/vocational information	13.8	42.5*	27.5	10.0	6.3	6.4	16.7	30.8*	29.5	16.
14- Obtaining testing services for individual students	16.3	36.3*	28.8	13.8	5.0	5.1	19.0	26.6	30.4*	19.
15- Obtaining counseling services for individual students	2.5	16.0	48.1*	28.4	4.9	2.5	16.5	8.9	48.1*	24.
16- Obtaining guidance or book center materials	31.3	37.5*	26.3	5.0	0.0	10.1	15.2	50.6*	19.0	5.
17- Obtaining group guidance services (in the classroom)	34.2	35.4*	21.5	5.1	3.8	10.5	17.1	47.4*	17.1	7.
18- Obtaining guidance in the development of career education programs	28.8	32.5*	25.0	7.5	6.3	9.1	14.3	35.1*	28.6	13.
19- Orientation of myself to new school settings	46.3*	28.8	21.3	3.8	0.0	11.4	16.5	46.8*	16.5	8.

school had a counselor. It may be that many of the pupils received counseling services, but did not know that the person was a counselor. Of those pupils who did talk with their counselor, the largest number (37.5 percent) talked about problems with other students. Virtually all of the pupils who indicated some previous contact with the counselor said that the counselor was a nice person with whom to talk. Regarding the effectiveness of posters and filmstrips as a guidance tactic, 92.2 percent said that their school did have such things, and virtually all (89.6 percent) said they were helpful in learning about such things as correct foods, drug dangers, and how to stay healthy.

Table 19 shows the number of elementary students selecting various personnel as their first choice in seeking assistance for a variety of problems. The most popular choice for all problems was "parents" (selected by 43 students), followed by "teachers" (selected by 26 children).

Counselors were not frequently selected as first choice, but this is explained, in part, from Table 18 in which only 51.0 percent of the elementary children knew their school had a counselor.

In a further effort to display elementary children's first-choices and favorable perceptions of school, Table 20 shows that 74.5 percent of the elementary pupils usually/always like school while 5.9 percent stated that they never liked school. From a variety of in-school personnel and activities, after school activities such as athletics was chosen as best-liked.

A description of secondary student respondents is displayed in Appendix A. The median age for secondary students is 14.0 years, 45.2 percent are male and 54.8 percent are female. Table 21 shows that 97.9 percent of the secondary students knew that their school had a counseling staff. Furthermore, 74.2 percent of these respondents had talked to their counselor since September, and the chief topic was course selection/scheduling. Nearly one-half (47.6 percent) were able to see their counselor the same day that they made their counseling request, and 69.3 percent of the counselees found their counselor to be usually/always helpful. Only 3.7 percent stated that their counselor was not a nice person with whom to talk.

TABLE 18

EXTENT AND QUALITY OF EXPOSURE TO COUNSELING SERVICES
(Elementary Students)

Does your school have a counselor or group of counselors?

Yes 51.0%

Do you know his/her name Yes 70.8%
No 29.2%

No 23.5%

Don't know 25.5%

Have you talked with your counselor since September?

Yes 57.1%

No 42.9%

If "yes", what did you talk about? (Check all that apply)

12.5% Home problems
37.5% Problems with other students
6.3% Problems with a teacher
12.5% Problems about grades
12.5% Problems about drugs
18.7% Problems understanding self
6.3% Other personal problems

Is the counselor a nice person with whom to talk?

Yes 95.5%

No 0.0%

Sometimes 4.5%

Does your school have posters or show filmstrips about such things as what foods to eat, the dangers of drugs, how to stay healthy, etc.?

Yes 92.2%

No 7.8%

If you answered "yes", have the posters or filmstrips been helpful to you in knowing about such things as what foods to eat, the dangers of drugs, how to say healthy, etc.?

Yes 89.6%

No 10.4%

TABLE 19

NUMBER OF ELEMENTARY STUDENTS INDICATING VARIOUS SCHOOL PERSONNEL AS FIRST CHOICE IN SEEKING ASSISTANCE FOR A VARIETY OF PROBLEMS

	A Teacher	A Counselor	A Principal or Assistant Principal	A Parent	A Friend	
Problems with other students	8	3	5	2	2	
Problems with a teacher	2	2	8	7	2	
Problems about grades	10	3	0	6	2	
Problems about drugs	0	2	5	5	0	
Problems understanding myself	3	2	1	12	3	
Other personal problems	3	2	3	11	1	
Total number of first choices	26	14	22	43	10	

TABLE 20

PROFILES OF ELEMENTARY STUDENTS' LIKES
AND DISLIKES RELATED TO FEATURES OF SCHOOL

Do you like school?

39.2%	I always like school
35.3%	I usually like school
19.6%	I like school some of the time
0.0%	I usually do not like school
5.9%	I never like school

What do you like best about school? (Please write 1, 2, or 3: 1 for the best liked, 2 for the next best liked, and 3 for the next).

Mean	
1.9	the other kids
1.7	my classes
1.6	after school activities such as athletics
2.1	my teacher(s)
2.1	after school activities such as clubs
0.0	my counselor(s)

Note that any number close to 1.0 indicates a best-liked category, any number close to 2.0 indicates a second best-liked, any number close to 3.0 indicates a third best-liked.

TABLE 21

EXTENT AND QUALITY OF EXPOSURE TO COUNSELING SERVICES
(Secondary Students)

Does your school have a counselor or group of counselors?

Yes 97.9%

Do you know his/her name Yes 91.6%
No 8.4%

No 0.4%
Don't Know 1.6%

Have you talked with your counselor since September?

Yes 74.2%
No 25.8%

If "yes", what did you talk about? (Check all that apply)

79.6% Course selection scheduling
3.2% Home problems
8.3% Problems regarding jobs/work after school
16.8% Post-school plans
12.9% Problems with other students
23.9% Problems with a teacher
21.4% Problems about grades
.9% Problems about drugs
3.1% Problems understanding self
4.6% Other personal problems

How long ago did you see your counselor to discuss problems or to ask questions?

21.7% about a week ago
26.6% 2, 3, or 4 weeks ago
51.1% longer than a month

How soon after you asked to see the counselor were you able to talk with him/her?

24.5% right away
23.1% that same day
18.8% the next day
16.4% 2, 3 days later
7.9% about a week
9.2% longer than a week

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TABLE 21 (Continued)

Do you think that, after you asked to see your counselor, you were able to see him/her in a reasonable length of time?

Yes	83.9%
No	16.0%

In general, when you ask a counselor for help, how helpful is he/she to you?

35.0%	Always helpful
34.3%	Usually helpful
22.1%	Sometimes helpful
5.6%	Not usually helpful
2.9%	Never helpful

Is the counselor a nice person with whom to talk?

Yes	72.2%
No	3.7%
Sometimes	24.1%

Does your school have posters or show filmstrips about such things as what foods to eat, the dangers of drugs, how to stay healthy, etc?

Yes	79.9%
No	20.1%

If you answered "yes", have the posters or filmstrips been helpful to you in knowing about such things as what foods to eat, the dangers of drugs, how to stay healthy, etc?

Yes	82.3%
No	17.3%

Table 22 shows the number of secondary students indicating various personnel as first-choice in seeking assistance for a variety of problems. From Table 22, it is seen that, overall, parents were selected as first-choice in problem solving. Counselors were a close second choice.

Table 23 shows that 61.8 percent of the students usually/always like school, and that 2.9 percent never like school. The category which was best-liked about school was "the other kids", and the second choice was "my classes".

Impact of Counseling on Student Behavior

Counselors used the Student Identification Form (see Appendix B) to identify students who were seen for individual counseling and the problems for which they were seen.

Counselors were also asked to indicate whether or not the listed students were "chronic counselees", defined as those students who habitually seek out, or are directed to, the counselor week after week or month after month.

From this listing of students, a random sample was selected for behavior evaluation, along a number of dimensions, by the student's language arts teacher. It should be noted that although the language arts teachers performing the evaluation were selected because of their familiarity with the student in question, they did not know the reason(s) for counseling. The confidentiality of the counselor-counselee relationship was, thus, not violated.

For purposes of this report, students were evaluated who were counseled for one of the following four problem-areas:

1) Disruptive behavior including verbal/physical abuse of students or staff, and/or property damage
2) Inadequate academic performance
3) Lack of motivation as exemplified by truancy, tardiness and poor academic motivation
4) Lack of school-oriented socialization as exemplified by inappropriate social interaction and/or problems adjusting to the school environment.

TABLE 22

NUMBER OF SECONDARY STUDENTS INDICATING VARIOUS SCHOOL PERSONNEL AS FIRST CHOICE IN SEEKING ASSISTANCE FOR A VARIETY OF PROBLEMS

	A Teacher	A Counselor	A Principal or Assistant Principal	A Parent	A Friend
Course selection or scheduling problems	75	571	18	59	22
Problems regarding jobs or work after school	32	261	25	369	30
What I'm going to do after I get out of school	25	173	10	434	61
Problems with other students	138	206	112	140	119
Problems with a teacher	80	330	122	166	24
Problems about grades	366	208	13	109	21
Problems about drugs	35	146	22	311	174
Problems understanding myself	39	116	5	350	192
Other personal problems	15	59	11	423	182
Total number of first choices	805	2,070	216	2,361	825

TABLE 23

PROFILES OF SECONDARY STUDENTS LIKES AND DISLIKES
RELATED TO FEATURES OF SCHOOL

Do you like school?

22.1%	I always like school
39.7%	I usually like school
30.0%	I like school some of the time
5.1%	I usually do not like school
2.9%	I never like school

What do you like best about school? (Please write 1, 2, or 3: 1 for the best liked, 2 for the next best liked, and 3 for the next).

MEAN	
1.7	The other kids
2.0	My classes
2.2	After school activities such as athletics
2.3	My teacher(s)
2.5	After school activities such as clubs
2.6	My counselor(s)

Teachers were asked to evaluate all students along the same dimensions, since it was felt that counseling for a problem could well have impact on behavior not directly related to the problem.

Tables 24 through 27 display the behavioral ratings of elementary and secondary students counseled for each of the four problem clusters listed above, in terms of the change noted in 15 behaviors by their language arts teachers.

Impact of Counseling on Disruptive Behavior. As displayed in Table 24, substantial percentages of elementary teachers noted improvement in those disruptive behavioral areas towards which counseling was directed including verbal abuse of staff (42.3 percent), verbal abuse of students (44.9 percent), physical abuse of students (42.9 percent), and in-class disruptive behavior (51.2 percent).

Not only did the elementary counselees' disruptive behavior improve, but 55.9 percent of the responding teachers also noted improvement in academic performance, and 51.3 percent noted improvement in academic motivation. It would seem that effective counseling in one area (e.g. disruptive behavior) also has a beneficial effect in other areas (e.g. academic motivation and academic performance).

Lesser percentages of secondary teachers also noted improvement in reducing the following disruptive behaviors: verbal abuse of staff (32.4 percent) and in-class disruptive behavior (35.1 percent). As with elementary teachers, secondary teachers also noted improvement in academic performance (37.8 percent) and academic motivation (38.9 percent). Furthermore, substantial percentages of secondary teachers also noted improvement in truancy (33.3 percent) and tardiness (36.2 percent) for those students counseled primarily for disruptive behavior.

Disruptive behavior involving physical abuse of staff was not seen by 68.8 percent of the elementary teachers and 61.1 percent of the secondary teachers as a problem for the particular students being evaluated; consequently, small percentages of teachers noted positive behavioral changes in this area.

TABLE 24

TEACHER RATINGS OF CHANGES IN THE BEHAVIOR OF STUDENTS REFERRED FOR COUNSELING BECAUSE OF VERBAL AND PHYSICAL ABUSE TO STUDENTS AND/OR STAFF AND/OR PROPERTY DAMAGE

BEHAVIORS RATED	GRADE LEVEL	PERCENT RESPONDING TO EACH CHOICE						
		WAS A PROBLEM-- MUCH IMPROVED	WAS A PROBLEM-- SLIGHTLY IMPROVED	WAS A PROBLEM-- NO CHANGE	WAS A PROBLEM-- IS NOW WORSE	WAS NOT A PROBLEM-- IT IS NOW	WAS NOT A PROBLEM-- STILL IS NOT	NOT ABLE TO EVALUATE THIS BEHAVIOR
TRUANCY	Elementary	9.1	3.9	6.5	1.3	2.6	67.5	9.1
	Secondary	19.4	13.9	13.9	5.6	0.0	38.9	8.3
TARDINESS	Elementary	9.0	2.6	9.0	2.6	3.8	64.1	9.0
	Secondary	5.6	30.6	22.2	0.0	0.0	33.3	8.3
VERBAL ABUSE OF STAFF	Elementary	15.4	26.9	12.8	2.6	2.6	38.5	1.3
	Secondary	8.1	24.3	13.5	5.4	0.0	37.8	10.8
VERBAL ABUSE OF FELLOW STUDENTS	Elementary	10.3	34.6	25.6	6.4	1.3	20.5	1.3
	Secondary	8.1	13.5	21.6	2.7	2.7	43.2	8.1
PHYSICAL ABUSE OF STAFF	Elementary	5.2	6.5	3.9	0.0	2.6	68.8	13.0
	Secondary	2.8	5.6	0.0	0.0	0.0	61.1	29.6
PHYSICAL ABUSE OF FELLOW STUDENTS	Elementary	18.2	24.7	22.1	9.1	0.0	20.8	5.2
	Secondary	2.7	10.8	10.8	2.7	0.0	43.2	29.7
ACADEMIC PERFORMANCE	Elementary	11.7	44.2	24.7	2.6	1.3	14.3	1.3
	Secondary	8.1	29.7	29.7	0.0	8.1	18.9	5.4
ACADEMIC MOTIVATION	Elementary	16.7	34.6	24.4	3.8	1.3	17.9	1.3
	Secondary	8.3	30.6	33.3	2.8	8.3	11.1	5.6
SOCIAL INTERACTION WITH STUDENTS	Elementary	20.5	38.5	28.2	2.6	0.0	9.0	1.3
	Secondary	5.4	24.3	21.6	2.7	0.0	32.4	13.5
DRUG ABUSE	Elementary	0.0	0.0	0.0	0.0	0.0	61.8	38.2
	Secondary	2.7	0.0	2.7	0.0	0.0	19.9	75.7
HOME-RELATED PROBLEMS	Elementary	2.7	18.7	16.0	1.3	0.0	8.0	53.3
	Secondary	2.7	5.4	8.1	0.0	0.0	2.7	81.1
GOAL ORIENTATION WITH RESPECT TO FUTURE SCHOOLING OR CAREER	Elementary	1.3	7.9	21.1	0.0	0.0	17.1	52.6
	Secondary	8.1	8.1	10.8	0.0	0.0	13.5	59.5
THEFT/PROPERTY DAMAGE	Elementary	5.3	6.6	9.2	2.6	0.0	50.0	26.3
	Secondary	5.4	5.4	0.0	0.0	0.0	27.0	62.2
IN CLASS DISRUPTIVE BEHAVIOR	Elementary	17.9	33.3	32.1	6.4	2.6	7.7	0.0
	Secondary	10.8	24.3	18.9	5.4	0.0	32.4	8.1
EMOTIONAL PROBLEMS	Elementary	13.2	38.2	23.7	7.9	2.6	10.5	3.9
	Secondary	5.6	25.0	16.7	8.3	0.0	19.4	25.0

Impact of Counseling on Inadequate Academic Performance. As seen in Table 25, 63.3 percent of the responding elementary teachers noted improvement in academic performance, and 64.1 percent saw improvement in academic motivation. Furthermore, for those students being counseled primarily for inadequate academic performance, teachers noted improvement in the following areas: social interaction with students (48.6 percent), in-class disruptive behavior (41.6 percent), and emotional problems (46.0 percent). Fewer (32.9 percent) of the secondary teachers noted improvement in academic performance, and 34.9 percent saw improvement in academic motivation.

Disruptive Behavior Involving Truancy/Tardiness/Lack of Motivation. Table 26, at a later page, is in reference to those chronic elementary students who were primarily counseled for truancy/tardiness and general lack of motivation. Interestingly, 64.7 percent of the responding elementary teachers did not consider truancy to be a problem with these students, and 57.3 percent did not consider tardiness to be a problem. For those few students whose teachers felt had a problem in these behavioral areas, 10.7 percent were seen as improved in truancy, but 10.8 percent reported that truancy was still a problem or had become a worse problem. Eighteen and one-half percent of the elementary teachers reported that tardiness did improve, but 13.6 percent stated that tardiness was still a problem or was a worse problem.

However, elementary teachers reported that those children counseled for truancy/tardiness/low motivation improved in other areas: 63.9 percent saw improvement in academic performance, 61.5 percent noted improvement in academic motivation, 52.9 percent reported improvement in social interaction with students, 48.5 percent reported a lessening of in-class disruptive behavior, and 49.6 percent saw improvement in the students' emotional problems. These figures seem to indicate that those (few) elementary students who were habitually truant/tardy continued to be truancy/tardy after counseling. However, as a consequence of their counseling some truant/tardy children improved in other areas (vis. academically, socially, emotionally, and disruptively).

TABLE 25

TEACHER RATINGS OF CHANGES IN THE BEHAVIOR OF STUDENTS REFERRED FOR COUNSELING BECAUSE OF INADEQUATE ACADEMIC PERFORMANCE

BEHAVIORS RATED	GRADE LEVEL	PERCENT RESPONDING TO EACH CHOICE: WAS A PROBLEM-- MUCH IMPROVED	WAS A PROBLEM-- SLIGHTLY IMPROVED	WAS A PROBLEM-- NO CHANGE	WAS A PROBLEM-- IS NOW WORSE	WAS NOT A PROBLEM-- IT IS NOW	WAS NOT A PROBLEM-- STILL IS NOT	NOT ABLE TO EVALUATE THIS BEHAVIOR
TRUANCY	Elementary	6.1	4.0	7.1	0.0	2.0	71.7	8.1
	Secondary	13.4	11.0	19.5	2.4	0.0	36.6	17.1
TARDINESS	Elementary	9.0	6.0	11.0	1.0	1.0	66.0	6.0
	Secondary	6.0	13.3	21.7	1.2	0.0	43.4	14.5
VERBAL ABUSE OF STAFF	Elementary	11.0	14.0	8.0	1.0	2.0	60.0	4.0
	Secondary	2.4	8.4	10.8	0.0	1.2	57.8	19.3
VERBAL ABUSE OF FELLOW STUDENTS	Elementary	5.9	24.5	19.6	4.9	1.0	40.2	3.9
	Secondary	3.6	8.4	15.7	1.2	2.4	53.0	15.7
PHYSICAL ABUSE OF STAFF	Elementary	2.0	1.0	3.0	0.0	1.0	82.0	11.0
	Secondary	2.4	1.2	0.0	0.0	0.0	67.5	29.9
PHYSICAL ABUSE OF FELLOW STUDENTS	Elementary	8.0	20.0	17.0	7.0	0.0	41.0	7.0
	Secondary	2.4	7.2	3.6	1.2	1.2	55.4	28.9
ACADEMIC PERFORMANCE	Elementary	15.8	47.5	28.7	1.0	1.0	4.0	2.0
	Secondary	6.1	26.8	34.1	6.1	1.2	17.1	8.5
ACADEMIC MOTIVATION	Elementary	23.3	40.8	25.2	2.9	1.0	4.9	2.0
	Secondary	6.0	28.9	33.7	6.0	1.2	15.7	8.4
SOCIAL INTERACTION WITH STUDENTS	Elementary	11.7	37.9	26.2	1.9	1.9	18.4	1.9
	Secondary	7.4	14.8	14.8	4.9	0.0	37.0	21.0
DRUG ABUSE	Elementary	0.0	0.0	0.0	0.0	0.0	59.6	40.4
	Secondary	0.0	0.0	2.4	0.0	0.0	23.8	73.8
HOME-RELATED PROBLEMS	Elementary	3.0	16.2	13.1	0.0	0.0	9.1	58.6
	Secondary	0.0	4.8	4.8	0.0	0.0	8.0	84.5
GOAL ORIENTATION WITH RESPECT TO FUTURE SCHOOLING OR CAREER	Elementary	1.0	7.0	21.0	0.0	0.0	21.0	49.0
	Secondary	1.2	6.1	9.8	3.7	0.0	9.8	69.5
THEFT/PROPERTY DAMAGE	Elementary	3.0	5.1	9.1	0.0	0.0	60.6	22.2
	Secondary	1.2	3.6	2.4	0.0	0.0	30.1	62.6
IN CLASS DISRUPTIVE BEHAVIOR	Elementary	14.9	26.7	27.7	5.0	1.0	21.8	3.0
	Secondary	3.6	14.5	15.7	8.4	0.0	48.2	9.6
EMOTIONAL PROBLEMS	Elementary	11.0	35.0	26.0	6.0	2.0	13.0	7.0
	Secondary	2.5	19.0	19.0	6.3	0.0	24.1	29.1

TABLE 26

TEACHER RATINGS OF CHANGES IN THE BEHAVIOR OF STUDENTS REFERRED FOR COUNSELING BECAUSE OF TRUANCY/TARDINESS AND FOR LACK OF MOTIVATION

BEHAVIORS RATED	GRADE LEVEL	PERCENT RESPONDING TO EACH CHOICE						
		WAS A PROBLEM-- MUCH IMPROVED	WAS A PROBLEM-- SLIGHTLY IMPROVED	WAS A PROBLEM-- NO CHANGE	WAS A PROBLEM-- IS NOW WORSE	WAS NOT A PROBLEM-- IT IS NOW	WAS NOT A PROBLEM-- STILL IS NOT	NOT ABLE TO EVALUATE THIS BEHAVIOR
TRUANCY	Elementary	7.8	2.9	9.8	1.0	2.0	64.7	11.8
	Secondary	14.1	10.9	23.4	4.7	0.0	31.3	15.6
TARDINESS	Elementary	11.7	6.8	11.7	1.9	1.9	57.3	8.8
	Secondary	7.7	15.4	21.5	1.5	0.0	43.1	10.7
VERBAL ABUSE OF STAFF	Elementary	13.6	15.5	5.8	3.9	1.9	56.3	2.9
	Secondary	3.1	12.3	12.3	3.1	1.5	52.3	15.3
VERBAL ABUSE OF FELLOW STUDENTS	Elementary	12.5	21.2	20.2	4.8	0.0	38.5	2.9
	Secondary	3.1	12.3	16.5	1.5	1.5	46.2	26.9
PHYSICAL ABUSE OF STAFF	Elementary	1.0	2.0	0.0	1.0	2.0	84.3	9.8
	Secondary	3.1	3.1	0.0	0.0	0.0	67.7	26.2
PHYSICAL ABUSE OF FELLOW STUDENTS	Elementary	9.7	18.4	17.5	4.9	0.0	43.7	5.8
	Secondary	1.5	7.7	6.2	1.5	1.5	52.3	29.3
ACADEMIC PERFORMANCE	Elementary	15.9	48.0	27.5	2.9	1.0	3.9	1.0
	Secondary	6.3	28.1	39.1	9.4	1.6	9.4	6.3
ACADEMIC MOTIVATION	Elementary	20.2	41.3	27.9	4.8	1.0	3.8	1.0
	Secondary	9.2	29.2	33.8	10.8	1.5	7.7	7.7
SOCIAL INTERACTION WITH STUDENTS	Elementary	17.3	35.6	26.9	1.9	0.0	16.3	1.9
	Secondary	3.2	19.0	20.6	6.3	0.0	31.7	19.0
DRUG ABUSE	Elementary	0.0	0.0	0.0	0.0	0.0	56.9	43.1
	Secondary	1.5	0.0	3.1	0.0	0.0	15.4	80.0
HOME-RELATED PROBLEMS	Elementary	4.0	10.9	18.8	1.0	0.0	8.9	56.4
	Secondary	1.5	7.7	6.2	0.0	0.0	4.6	80.0
GOAL ORIENTATION WITH RESPECT TO FUTURE SCHOOLING OR CAREER	Elementary	2.9	8.8	23.5	1.0	0.0	15.7	48.0
	Secondary	0.0	7.8	15.6	4.7	0.0	9.4	62.5
THEFT/PROPERTY DAMAGE	Elementary	2.9	5.9	9.8	1.0	0.0	58.8	21.6
	Secondary	1.6	4.7	3.1	0.0	0.0	26.6	64.0
IN CLASS DISRUPTIVE BEHAVIOR	Elementary	18.4	30.1	21.4	2.9	1.0	24.3	1.9
	Secondary	3.1	21.9	20.3	9.4	0.0	35.9	9.4
EMOTIONAL PROBLEMS	Elementary	14.9	34.7	26.7	5.9	1.0	10.9	6.0
	Secondary	0.0	21.7	20.0	10.0	1.7	21.7	25.0

At the secondary level 31.3 percent of the students' teachers reported that truancy was not a problem, and 43.1 percent said that tardiness was not a problem with the students being evaluated. Twenty-five percent of the teachers reported improvement for truancy, yet 28.1 percent stated that truancy was still a problem or had become a worse problem. Regarding tardiness, 23.1 percent reported improvement after counseling, yet 23.0 percent said that tardiness was still a problem or had become a worse problem.

Thirty-four and four-tenths percent of the teachers reported improvement in academic performance; yet, 48.5 percent saw no change or a worsening in academic performance. Regarding the counselor's academic motivation, 38.4 percent of the teachers reported improvement; yet, 44.6 percent reported that academic motivation was still a problem or had worsened. Regarding counselee in-class disruptive behavior, 25.0 percent of the secondary teachers saw improvement, while 29.7 percent stated that in-class disruptive behavior was still the same or had worsened.

From these figures, it appears that secondary school counseling, as well as elementary counseling, is not effective for those (few) students who are chronically truant/tardy/lack motivation. It would seem that the habitually truant/tardy/poorly motivated pupil has decided to remain truant and tardy and turned-off from school despite the best efforts of the counselor.

Disruptive Behavior Involving Inappropriate Social Interaction/School Environment Problems. Table 27 concerns those students counseled primarily for inappropriate social interaction or school environment problems and shows that 54.0 percent of the responding elementary teachers noted improvement in the counselees' social interaction with students. Furthermore, 57.8 percent noted improvement in academic performance, 56.5 percent saw improvement in academic motivation, 48.8 percent saw improvement in the lessening of in-class disruptive behavior, and 50.0 percent noted improvement in emotional problems.

Table 27 also shows that responding secondary teachers were divided in their evaluations of the effectiveness of counseling for this category. For instance, 22.7 percent noted improvement in social interaction with students, but 30.6 percent stated that there was no change in the problem or the problem worsened.

Furthermore, Table 27 shows that 33.3 percent of the responding secondary teachers noted improvement in academic performance, but 37.3 percent of the secondary teachers saw the problem as remaining or getting worse; 37.3 percent noted improvement in academic motivation-yet 34.7 percent saw no improvement or a lessening of motivation.

From a study of the preceding figures, it seems that, overall, elementary counseling is effective for those students counseled primarily for inappropriate social interaction/school environment problems. Secondary teachers, however, are divided in their evaluations of the effectiveness of counseling for this category.

TABLE 27

TEACHER RATINGS OF CHANGES IN THE BEHAVIOR OF STUDENTS REFERRED FOR COUNSELING BECAUSE OF INAPPROPRIATE SOCIAL INTERACTION AND/OR PROBLEMS ADJUSTING TO THE SCHOOL ENVIRONMENT

BEHAVIORS RATED	GRADE LEVEL	PERCENT RESPONDING TO EACH CHOICE: WAS A PROBLEM--MUCH IMPROVED	WAS A PROBLEM--SLIGHTLY IMPROVED	WAS A PROBLEM--NO CHANGE	WAS A PROBLEM--IS NOW WORSE	WAS NOT A PROBLEM--IT IS NOW	WAS NOT A PROBLEM--STILL IS NOT	NOT ABLE TO EVALUATE THIS BEHAVIOR
TRUANCY	Elementary	7.0	0.6	6.3	0.6	0.6	76.6	8.3
	Secondary	14.5	9.2	15.8	1.3	0.0	47.4	11.8
TARDINESS	Elementary	6.9	6.3	11.0	0.6	2.5	63.5	8.2
	Secondary	10.4	15.6	16.9	1.3	1.3	44.2	10.4
VERBAL ABUSE OF STAFF	Elementary	11.2	28.0	19.3	5.0	0.6	33.5	2.5
	Secondary	6.5	14.3	10.4	2.6	1.3	50.6	14.3
VERBAL ABUSE OF FELLOW STUDENTS	Elementary	11.2	28.0	19.3	5.0	0.6	33.5	2.5
	Secondary	2.6	14.3	18.2	1.3	2.6	53.2	7.8
PHYSICAL ABUSE OF STAFF	Elementary	3.2	4.4	3.2	0.6	1.3	79.7	7.6
	Secondary	1.3	2.6	0.0	0.0	0.0	72.7	23.4
PHYSICAL ABUSE OF FELLOW STUDENTS	Elementary	14.5	22.2	15.7	6.3	0.6	36.5	3.8
	Secondary	1.3	7.8	6.2	1.3	1.3	59.7	23.4
ACADEMIC PERFORMANCE	Elementary	15.7	42.1	27.7	0.6	1.3	11.3	1.3
	Secondary	5.3	28.0	33.3	4.0	2.7	22.7	4.0
ACADEMIC MOTIVATION	Elementary	18.6	37.9	27.3	2.5	1.2	11.2	1.2
	Secondary	5.3	32.0	26.7	8.0	2.7	20.0	5.3
SOCIAL INTERACTION WITH STUDENTS	Elementary	17.4	36.6	29.2	3.1	0.6	11.8	1.2
	Secondary	6.7	16.0	25.3	5.3	0.0	37.3	9.3
DRUG ABUSE	Elementary	1.3	0.0	0.6	0.0	0.0	59.9	38.2
	Secondary	0.0	0.0	1.3	0.0	0.0	28.9	69.7
HOME-RELATED PROBLEMS	Elementary	5.1	14.6	17.2	0.6	0.0	8.3	54.1
	Secondary	1.3	3.9	2.6	1.3	0.0	6.6	84.2
GOAL ORIENTATION WITH RESPECT TO FUTURE SCHOOLING OR CAREER	Elementary	3.8	7.6	17.1	0.6	0.0	21.5	49.4
	Secondary	1.4	6.8	8.2	4.1	0.0	17.8	61.6
THEFT/PROPERTY DAMAGE	Elementary	6.3	7.0	8.2	1.9	0.0	55.7	20.9
	Secondary	1.3	4.0	2.7	0.0	0.0	33.3	58.7
IN CLASS DISRUPTIVE BEHAVIOR	Elementary	19.4	29.4	24.4	5.6	1.9	18.1	1.3
	Secondary	5.3	19.7	14.5	1^.4	0.0	46.1	3.9
EMOTIONAL PROBLEMS	Elementary	4.1	23.0	18.0	9.5	0.0	25.7	18.9
	Secondary	4.1	23.0	18.9	9.5	0.0	25.7	18.9

APPENDIX A

DESCRIPTION OF RESPONDING COUNSELORS AND STUDENTS SERVED

Sex:

Male 35.6% Female 64.4%

How many schools do you serve?

One 19 More than one 42

School level to which you are currently assigned:

Elementary 61 (100%) Junior High ___ Senior High ___

Grade in which most of your counselees (seen on a one-to-one basis) are enrolled?

Median 5 Mode ___

Is there a grade level with which you spend a greater percentage of your time?

Yes 40.0 No 60.0

If "yes", which grade?

Mean 4.13 Median 4 Mode 6

Degree currently held:

No degree 0 Bachelor 3.3% Master 93.3% Specialist 3.3% Doctor 0

Total number of years as a teacher, administrator or counselor (Dade and elsewhere):

Mean 10.9

Total number of years as a counselor (Dade and elsewhere):

Mean 3.9

Ethnicity of pupils assigned to you:	Median %
White, Non-Hispanic	41-60%
Black, Non-Hispanic	21-40%
Hispanic	21-40%
American Indian/Alaskan Native	0-20%
Asian/Pacific Islander	0-20%

DESCRIPTION OF RESPONDING COUNSELORS AND STUDENTS SERVED

Sex:

Male 45.9% Female 54.1%

How many schools do you serve?

One 148 More than one 1

School level to which you are currently assigned:

Elementary ____ Junior High 69 (47.3%) Senior High 77 (52.7%)

Grade in which most of your counselees (seen on a one-to-one basis) are are enrolled?

Median 9.5 Mode 10.0

Is there a grade level with which you spend a greater percentage of your time?

Yes 81.3% No 18.7%

If "yes", which grade?

Mean 9.48 Median 9.0 Mode 12.0

Degree currently held:

No degree 0 Bachelor 2.6% Master 85.4% Specialist 8.6% Doctor 3.3%

Total number of years as a teacher, administrator or counselor (Dade and elsewhere):

Mean 18.9

Total number of years as a counselor (Dade and elsewhere):

Mean 10.1

Ethnicity of pupils assigned to you:	Median %
White, Non-Hispanic	21-40%
Black, Non-Hispanic	0-20%
Hispanic	21-40%
American Indian/Alaskan Native	0-20%
Asian/Pacific Islander	0-20%

DESCRIPTION OF RESPONDING ELEMENTARY STUDENTS

(n = 52)

Age: (Median) 10.0 years

Sex:

Male	60.0%
Female	40.0%

Ethnic Origin:

White	52.9%
Black	29.5%
Spanish	17.6%
American Indian/Alaskan Native	0.0%
Asian/Pacific Islander	0.0%

Grade:

2	13.7%
3	19.6%
4	25.5%
5	19.6%
6	21.6%

DESCRIPTION OF RESPONDING TEACHERS

(n = 140 Elementary, 82 Secondary)

Grade Level:

Elementary	63.1%
Junior High	27.0%
Senior High	9.9%

Median Years Teaching Experience - 10.0

Degrees Currently Held:

Bachelors	72.5%
Masters	26.5%
Specialists	0.5%
Ph.D.	0.5%

Median Ethnicity Percentage Category of Assigned Students:

White	41-60%
Black	21-40%
Spanish	21-40%
American Indian/Alaskan Native	0-20%
Asian/Pacific Islander	0-20%

Schools Served by Counselors:

One	46.4%
More than one	49.8%
Don't know	3.8%

DESCRIPTION OF RESPONDING SECONDARY STUDENTS
(n = 794)

Age:	(Median)	14.0 years
Sex:		
	Male	45.2%
	Female	54.8%
Ethnic Origin:		
	White	49.4%
	Black	20.8%
	Spanish	28.5%
	American Indian/Alaskan Native	0.4%
	Asian Pacific Islander	0.8%
Grade:		
	7	18.3%
	8	21.4%
	9	26.9%
	10	9.4%
	11	12.3%
	12	11.2%